

Too much Xeroxing, too little contact with students criticized Teaching must change, says poly chief

by David Lister

Radical changes in polytechnic teaching methods are called for this week by Dr George Talley, the director of Sheffield City Polytechnic.

He is critical of the excessive amount of handouts and duplicated material given to students by lecturers and the lack of personal attention. He also foresees the eventual transformation of the polytechnic library.

Sheffield Polytechnic has been facing a cash crisis and was recently hit by the local council with a 10 per cent cut in its budget. The staff student ratio is 18 to one, nearly double the ratio of the early seventies. This means that by 1982 the number of teaching staff will have to be cut by 70 while the number of students will increase by 700.

Dr Talley says in an internal polytechnic publication that recent pay awards have increased the teaching staff salary bill by 13m or 30 per cent in one year, and he adds that the pressures for radical changes in teaching methods are new.

Dr Talley said this week he was recommending more dependence on learning packages instead of teaching staff. "Constructing lectures, then thinking about handouts and then thinking about the reading list," he added that often 80 per cent of the recommended reading lists were redundant. And this led to over-dependence on books in the library. "I am conscious of a tremendous amount of duplication of material," he said. "There is still over-dependence on books and book learning and we are not getting adequate liaison between the teaching staff and the library staff to get a new development in teaching methods."

Dr Talley said he was also con-



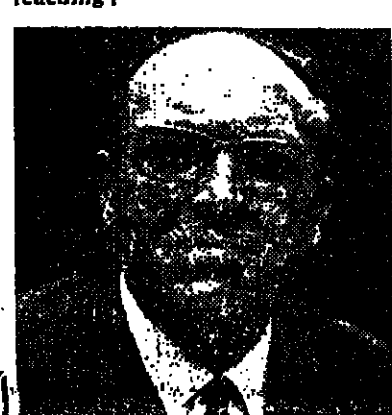
The Sheffield City Polytechnic.

cerned about the amount of photocopying indulged in by lecturers and handouts given to students. "The names of the inventors of Xeroxing should be inscribed prominently in the foyer of every institution of higher education," he joked.

He added: "Photocopying has become virtually impossible to control. Students are getting the equivalent of whole textbooks. It is very expensive, much more expensive than referring students to the library. Essentially I am calling for more effective teaching. We have a lot of students here that need a lot more help from teaching staff than they are given. There is too much class contact but too little person to person contact." He said there was need for an arrangement whereby staff can pick up those students who need more tutorial work.

On the question of the role of the

polytechnic library, Dr Talley has told his staff in an internal publication: "We must seriously envisage within a decade or so the transformation of the library as we now know it. Suppose learning becomes, not book based, as so much of it now is, but VDU based. What difference would that make to our teaching?"



Dr Talley: "I am calling for more effective teaching."

Ministers' right to silence hinders select committees

by Sarah Bayliss

The right of Government ministers to refuse to give evidence to select committees is an "unfortunate precedent" which will be difficult to break, says a report by the Outer Circle Policy Unit published last week.

The fact that civil servants are advised not to reveal the advice they have given to ministers, is another major stumbling block for the select committees, as they seek to understand and criticize Government policy.

Interdepartmental discussions are another sensitive area which the Government has ruled cannot be revealed to committees. Earlier this year Mr Mark Carlisle, the Education Secretary, told the Education Select Committee that it would be wrong for him to give this kind of evidence concerning the funding

and organization of courses.

The report by Anna Davis, research officer, states it is too onerous to make specific recommendations on further reforms in the committee structure, but stresses that reports are completely accurate. He said in Bradford. "Right from the start, since I introduced the Education Bill... I have made it clear that the new provisions cannot be applied to all schools overnight."

Mr Carlisle did not say if or when

by Biddy Passmore

Mr Mark Carlisle, the Education Secretary, last week denied that the Government was going back on its word to give parents the right to choose their child's school. Such reports are completely accurate, he said in Bradford. "Right from the start, since I introduced the Education Bill... I have made it clear that the new provisions cannot be applied to all schools overnight."

Mr Carlisle did not say if or when

Jobless lecturers snub work in classrooms

by Bert Lodge

Considerable numbers of redundant teacher education lecturers show no willingness to take jobs in schools, a conference was told this week.

Mr Bill Browne, director of the employment bureau opened six years ago by the lecturers' union, said he also told the union's annual conference of closing colleges that were then 1200 redundant teacher educators from 12 institutions had so far registered with the bureau and 100 had been found jobs.

Speaking at Milton Keynes college of education, due to close next week, Mr Browne said that a considerable number of the 1200 had indicated on the bureau questionnaire that they were not prepared to consider teaching in schools.

Mr Francis Cummings, principal of Rolfe College, Exmouth and a past president of the union, pointed out that the bureau's success rate was actually higher. A lot of the people registered are in their 60s and are not seeking redeployment.

Teachers' values come under scrutiny of research group

by Sandra Hempel

Teachers' attitudes and values, particularly to the law, the police and the media, are among the topics being put out for possible scrutiny by a research body launched this week. The Social Affairs Unit plans to launch research into the education, welfare services, whose responsibility it should be, according to a SAU council member, to say that they are not wasting public money or abusing power.

The unit's director, Dr Digby Anderson, said he was particularly interested in areas such as teacher training and the accountability of schools. Among the other subjects which the SAU wants examined are: standards in schools; the role of education in social and political education; innovations in school

curricula and teaching methods and the role of the Schools Council. Referring to "the social pressures which impel the rulers of modern society to intervene, intervene and intervene again until they are a crippling society," an SAU council member, Professor Julius Gould, said that many academics supported the meddling.

The unit plans to seek funds from employers and unions. It claims to have already attracted money from industry although no union has yet subscribed.

The unit's first paper, on the need for change in the welfare state, will be published in January. The advisory council includes Mrs Caroline Cox of London University and Professor David Martin of the London School of Economics.

Under the scheme, salaries would be paid on the last day of January. Mr Tony Miller, press officer for the National Union of Teachers, attacked the scheme saying that teachers all too often had to wait for salary payments.

The authors, Miss Jane Stoddman and Dr Ken Fogelman, rebutted the charges and revealed that the next stage of their work—an investigation of examination results—would be produced in much the same way as the original report in spite of the objections raised that they did not publish the original raw data on which the findings were based.

This criticism was a central feature of the complaints by Mrs Cox and Dr Fogelman. The seminar, which included four professors of education, chief advisers and head teachers, also discussed the role of the

start coming under pressure to act if all local authorities had not made some move towards changing their governing bodies by the end of next year.

The Government's present policy is strongly supported by the local authorities, who are relieved that an extra financial burden has been removed. They are seeking a similar delay in the implementation of the Act's provisions on information packs for parents to help them choose schools.

Record year for home poly entries

The number of home students starting full-time and sandwich courses at polytechnics this year has risen by 7 per cent, three times the national increase in the 18-year-old population, says the Committee of Directors of Polytechnics.

This contrasts with a rise of only 2.1 per cent in new home entrants to universities, roughly the same as the rise in the age group.

The growth in home enrolments brings the total first-year entry to polytechnics to a record 54,000, say the Committee, and "substantially outweighs" a drop of 1,700 (29 per cent) in overseas enrolments.

The CD comments: "Enrolments in the polytechnics are evidently running counter to the presumption in the 1980 Expenditure White Paper that the number of home students within higher education would remain broadly constant."

There has also been a marked rise (6 per cent) in the number of polytechnic students studying science and technology which, together with increases in other subjects, has more than compensated for the continued decline in teacher education.

Employers confused by exam results, says Schools Council

School exam results should not be used as a crude filter for potential employees, says a booklet for employers published this week by the Schools Council.

The booklet, called *Exams brief*, was produced because the Council believed many employers were confused about exams and not sure how to interpret results.

It urges them to analyse carefully each job's demands before specifying the qualifications required by applicants. Employers often demanded "an excessive array of examination successes."

"Injustices can arise when exam results are used inappropriately," says the booklet, which was produced with the assistance of the CBI's Understanding British Industry project.

Exams brief free from the Malls Office, Schools Council, 160 Great Portland Street, London W1N 6LL.

Personal column

Mary Warnock

No sex please...

Katharine Whitehorn writing about sex education in *The Observer*, November 16, said this: "If the moralists really want the kids to grow up in ignorance, I'd say insistence on sex being taught at a subject in schools was much the best way to go about it. Then it would be just one more tedious thing for teachers to drudge on about."

Without wishing to enter (yet) any controversy about sex education, I must say how deeply right I think she is. Being taught things at school normally turns the subject matter into something not only dead but unreal. Efforts to be up-to-date, or to relate the subject to the child's experience have little effect.

The only result is that more is sucked in to the death chamber. The moment something is a school subject, particularly if it is compulsory, then it is inevitably connected with the yawning, aching boredom of the classroom. Never since school have I myself suffered such physical agonies of boredom as I remember when learning, for example, about tea or rice or other vaguely "geographical" topics.

A kind of sickness affects me when I think of such things, even now. Of course there are exceptions: wonderful teachers, and wonderful pupils who not only want to know, but can remember what they are told, or what it is they have to go to the public library to find out. But generally, I believe that the one thing worth teaching at school is skill—a skill that pupils could not acquire if they did not go to school.

There could be some controversy about what counts as a skill: but it is possible to draw a rough distinction between skills and other things taught. To acquire a skill is to be enabled to do something which one could not do, or not do properly, without it. Thus learning to ride a bicycle is a skill, so is learning to speak and understand a foreign language, to speak and write one's own language effectively or elegantly; to play the horn, to swim, to sing, to calculate, to play tennis or chess, or just listening.

What is common to all these kinds of learning is that they need practice, and that, though a teacher is necessary in every case, the teacher is not primarily engaged in passing on information, but in sharing expertise and offering encouragement. In the acquisition of a skill it is habit-memory that is required, not memory that is required, not memorizing.

Local authorities therefore have an educational duty to consider cheaper ways of teaching instrumental music and singing. Such teaching is not just icing on the educational cake. And I believe that there are such ways.

I know that if I lived in Somerset I should want to make sure that all these things had been explored—before the radical and anti-educational cut was made.

children may be excused for thinking that the lot of time would be saved if their teacher simply told them what is already well-known, but of no special interest to children. In the teaching of skills, on the other hand, there is room for genuine innovation.

In becoming skilled a child has a new tool. He can put it to whatever use he likes. If I teach you to speak German, I don't at the same time teach you what to say. If you write well, you can write well about anything. And if you become good at it, you are really good. Practice is impossible.

For Nietzsche was right. The Will to Power is no more than the will to do things rather than merely know and think about things. Knowledge is desirable only in so far as it leads to possible action. Most people, and especially most children, want to do, not contemplate. Once involved in action, they will pick up the information they most need. Above all, they want, and need, to do for themselves.

This leads me, by an easy transition of thought, to Somerset. There the I.E.A. is deciding (perhaps has already decided) to stop financing instrumental music lessons in their schools. Here is a whole range of skills which they have decided not to allow pupils to acquire. (It is not enough to say that parents will have to pay. There simply will not be enough good teachers, if local authority finance comes to an end.)

It seems to me that this is a mistake, and would be a mistake even if none of the children of Somerset had ever become a professional musician. For the genuine ability to do something you could not do before the satisfaction of playing yourself, not just listening, is incomparable, and worth the rest of school put together—not just temporarily but permanently. For if a child is even moderately good at his musical instrument, he gets not only pleasure, but a sense of control over it, and over the music he plays—a sense of power which is a crucial ingredient in self-respect.

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Huge surge in graduate unemployment

by Rita di Giuseppe

VERONA
Graduate unemployment in Italy has increased drastically over the last three years. One and a quarter million graduates are now out of work, 90 per cent of them women.

Arts graduates, with degrees in such subjects as philosophy and psychology are least likely to find work. Economics and physics graduates tend to fare better. But further down the educational scale, even the once highly regarded "classical" (arts/sciences) school diploma has lost its appeal for employers. Firms seeking school leavers for on-the-job training inevitably now prefer applicants with some specific training in management or book keeping.

As a result "classical" school leavers find themselves with the unenviable choice between university (and the prospect of graduate unemployment beyond) or a job for which they are over-qualified and will almost certainly be under-paid.

Some alternatives to a university degree do exist, however. Italy offers the 19-year-old school leaver about 70 professional short-term higher education courses, which groom young people for professions in high demand on the employment market.

The courses are scattered throughout the country and generally organized with the cooperation of university institutes. They require a minimum of two years attendance.

South Africa

Unrest as more white staff resign

by John Kane-Berman

JOHANNESBURG

It is not only black education in South Africa that is in a state of crisis. White schoolteachers have been making moves to turn their professional associations into trade unions to organize go-slow and work-to-rule action in protest against poor salaries, and large numbers are simply resigning.

The resulting shortage of teachers is among the first problems that confront the new Minister of National (ie white) Education, Dr Gerrit Viljoen, who took office in October.

A delegation of angry teachers met Dr Viljoen early in November to put their demands. They pointed out that unless he makes a satisfactory announcement on the salary question soon, the 1981 intake in teacher training colleges is likely to be very low, as would-be teachers abandon the idea of entering the profession.

In the first eight months of this year 2,750 of the 24,000 teachers at white government schools in the Transvaal province quit their jobs. Last year 1,463 left in the same period. Officials of their association say that about 10 per cent of the half-million white pupils in the province are missing at least one lesson a day because of the shortage.

By the end of the year resignations are expected to total around 3,500.

The head of a university physics department warned in a recent lecture that the country was facing a "complete collapse of physical science education at secondary

school level" because of a country-wide shortage of 1,000 adequately-qualified physical science teachers.

Last month Professor H. O. Maroe, head of the Transvaal Onderwysersvereniging—which represents Afrikaans-speaking teachers in the province—said that the crisis of the qualified teacher shortage was only just beginning, since it has been estimated that enrolment at teachers' training colleges in the Transvaal this year is 40 per cent lower than last.

Professor Napier Boyce, rector of the Johannesburg College of Education (JCE), which trains English-speaking teachers, told *The TES* that he was able to offer places to 470 new students this year, but that his intake was only 361. The training college for Afrikaans teachers in Potchefstroom likewise reports that for the first time in five years it could not fill all its places this year.

White teachers have been complaining bitterly of poor salaries for the best part of a decade. They were particularly angered last year when they did not receive the pay rise given to other public servants, and they dismissed this year's 14 per cent increase as inadequate. They have now demanded that Dr Viljoen give them a 25 per cent rise with effect from October.

The monthly salary of the headmaster of a large secondary school is now just over R1,200 (about £685).

The teachers say that the Government has told them money has to go to the country's defence forces, but they suspect that one of the other reasons their salaries have

been kept down is to enable the authorities to reduce the discrepancy between black and white teachers' earnings.

Now Afrikaans teachers in the Transvaal have given notice that unless they are given power to establish a special negotiating body on wage and service conditions they may establish a trade union with power to strike—a move which represents a considerable shift of attitude within a profession which has traditionally seen such actions as opposed to its teaching vocation.

But poor pay is only one aspect of the problem. Another is sex discrimination. The Transvaal Education Department (TED) reserves one third of teaching posts in primary schools and two-fifths in secondaries for men. The intention is to redress the present female-male "imbalance" of three to one.

The result of this policy is that if there is a vacancy in a male post at a school, a woman can be appointed to it in a temporary capacity only, and the fear has been expressed that she would be replaced or moved elsewhere if a man happened to become available.

Last year 120 women graduates of JCE were unable to obtain management posts because female quotas were full. At the same time, the politician in charge of education in the Transvaal, Dr van der Merwe Brink, admitted last month that the TED now had 371 vacant posts that it could not fill with properly-qualified teachers.

The sex policy also has the consequence that an Afrikaans-speaking man would be given preference over an English-speaking woman, even for a post in an English-speaking

school. Professor Boyce says the school in Johannesburg, which is seldom heard in the staffroom.

In fact, the shortage of English teachers is as acute as that of maths and science teachers. The authorities tend to argue that English-speaking whites are less committed to serving their communities in fields like education than the Afrikaansers and more easily lured to more lucrative jobs in the private sector.

But many English-speaking teachers believe that they are being "Afrikanized" since they are being taken out of the country to work in white education. It has always been an important aspect of the policy of the Afrikaner Broederbond, the secret political and cultural organization that is known to have great influence on the country's education policy.

Dr Viljoen is himself a former chairman of the Broederbond, and Dr Piet Meyer—also a former Broederbond chairman and now retired to head of the company radio and television service—is a record that "the Afrikanerization of the English-speakers must start at the schools" so that English-speaking South Africans can learn to appreciate "the Afrikaner outlook and philosophy".

Dr Ken Hartshorne, an English-speaking educationalist who retired a few years ago from the civil service, recently said that English-speaking teachers felt that the TED was favouring the Afrikaansers and that the English cultural tradition was being gradually pushed out of favour of nationalist authoritarian education which lays stress on obedience rather than on individualism.

Israel

Television, books and newspapers lead way to growth of Arabic in syllabus

by Benny Morris

JERUSALEM

The number of Israeli Jewish schoolchildren studying Arabic has risen dramatically in the past three years as a direct consequence of the Israel-Egypt peace process that began with Egyptian President Anwar Sadat's visit to Jerusalem in November, 1977.

In 1976 some 100,000 pupils—mostly in high school—took Arabic as their second foreign language (rather than French, Latin or German). Today some 140,000 pupils study Arabic—90,000 in junior high schools and high schools who take literary Arabic and 50,000 in grades four to six, who take spoken Arabic, acquiring only a basic proficiency in reading and writing.

With the dawn of peace between Israel and its largest Arab neighbour, the Education Ministry accorded priority to Arabic, channeling extra funds for this purpose to schools and teacher training colleges despite the severe budget cuts

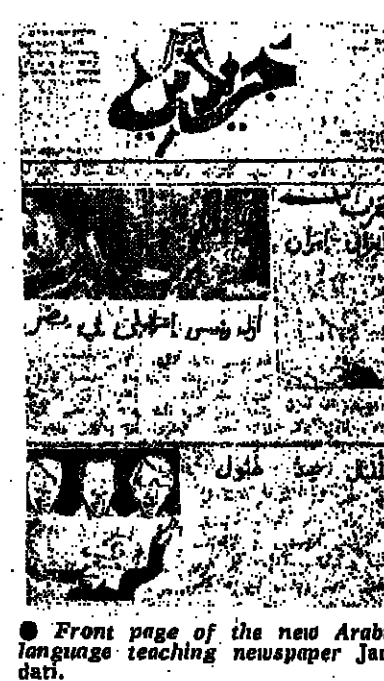
imposed by the Treasury during the past two years.

Extra funds have been allocated to teacher training colleges to train teachers of Arabic language, and the number of such trainees has risen from 200 in 1974 to 450 this year. Educational television has produced a series of Arabic teaching programmes to be broadcast in the afternoon starting later this year. To mark this trend, a private entrepreneur, London-born publisher David Herman last week brought out two new Arabic language teaching newspapers, the first of their kind in the country.

Herman's venture, which is out of the Good Times English language teaching news-sheet, has produced the two four-page Arabic news-sheets, *Safmat* (Hello) and *Jaridat* (My Newspaper), on a trial basis of 10,000 copies each.

Herman, who doubles as editor, was assisted in the production of the news-sheets by the Education Ministry's two Jerusalem district inspectors of Arabic.

Jaridat is completely printed in Arabic and is designed for the junior high school and high school Arabic learners.



Front page of the new Arabic language teaching newspaper Jaridat.

Zimbabwe

Schools programme is stepped up

by Isabel Marlow

SALISBURY

Since the black majority socialist government came to power seven months ago, the number of children in school has risen from 850,000 to 1.3 million—about 61 per cent of all school-age children.

More than a thousand schools, closed during the seven-year guerrilla war, have been reopened and are largely staffed by untrained teachers.

The Minister of Education and Culture, Mr Dzingai Mutumbuka, has predicted that next year, with free primary education, the number of children in school will rise to two million. To overcome the critical shortage of teachers, the Minister announced on November 16 the introduction of a half four-year crash teacher-training course.

The Zimbabwe Integrated Teacher Education Course (Zintec) will provide academic, professional and practical training for untrained teachers who aspire to become qualified and to gain higher rates of pay, and for students with a reasonable education who have been complaining of lack of job opportunities.

It is estimated that there are 10,000 untrained teachers who would benefit from the new scheme, which will run alongside the conventional teacher-training colleges offering the traditional three-year course.

The Zintec programme will incorporate full-time courses, correspondence assignments and subterfuge service as a teacher.

A Zintec national centre is to be established in Salisbury, responsible for overall administration, while regional centres will train the teachers.

People over the age of 20 with five O levels and at least one year's working experience will be eligible for the course which will begin and end with a 16-week term at a regional centre. They will be appointed full-time teachers for 16 terms during which they will follow a specially prepared correspondence course and be expected to return to a teachers' centre for three weeks' in-service training each alternate holiday.

The Minister said there would be a fresh intake to the integrated course at the beginning of each school year. The Minister also said that the Minister of Education had expected the first intake to rise from 22,000 to 85,000.

France

Stabbing leads to renewed violence fears

by Jane Jessel

PARIS

The stabbing of a secondary school pupil has refuelled the constantly smouldering issue of increasing violence in French schools. Teachers and parents' representatives have demanded that the Government suppress the suppression of many supervisors' posts, which they believe to be a principal cause of the problem.

The boy was stabbed while trying to help a teacher whose lesson was being disrupted by a group of youths loudly playing a transistor radio just outside the classroom. Although the incident was an extreme example, the school where it occurred—the Lycée d'Enseignement Professionnel (LEP) Jules-Verne, in the Paris suburb of Clichy-Sous-Bois—is apparently typical of the establishments where violence is on the increase.

Despite their euphemistic title, LEPs are the latter-stage secondary schools, created after educational reorganization in 1977, where the rest go after the more academic pupils move on to the traditional lycées. The aim is that LEP pupils should leave school with some kind of (usually technical) qualification, but in many cases, especially in deprived areas such as Seine-Saint-Denis where Clichy-Sous-Bois is situated, the pupils tend to have no clear idea of where their future lies.

Earlier this year, an inquiry studied the problem in 47 colleges, the first stage of secondary education. It found that all the schools surveyed were affected; most common was the second year (80 per cent of schools); then racketeering (58 per cent). Fighting, both inside and outside the school premises, was common. In over half the cases, the violence had a racist origin.

According to a report prepared by a working group on violence in 1977 under the chairmanship of Justice Minister Alain Peyrefitte, young people represented just over 10 per cent of all delinquents. This violence had "incomparably" risen since 1964, and especially since 1970.

Soviet Union

Study aims to discredit class grades

by Kenneth Shaw

Unusual methods have been tried out by Soviet researchers intent on producing new, non-grading education programmes.

Techniques are being developed to show how grades actually bring about alienation and a sense of pleasure of being in school.

Numbers from one to six are printed in red on cardboard, and shown to children who are asked to choose their favourite digit. Part of a project begun 20 years ago to investigate "gradeless" teaching methods.

The team found a clear motivational significance in figures. Children taught by the conventional methods and then moved to receiving grades from one to five, with five being the top mark, performed one, two, three, six and seven. About 80 per cent of these pupils chose the number five and the rest selected four, eight and nine.

In experimental classes taught by new methods in which assessments were made within the course and grades were done away with, the numbers were selected, but the numbers were chosen two, three and four were chosen by about 20 per cent of pupils. Some 30 per cent chose six, eight, eight and nine, and the sample chose number five.

The researchers, seeking reasons for these choices, noted that the conventional methods of grading and assessment were executed, produced the grades linked numbers which the gradeless wanted to receive—hence the popularity of five.

Choice of eight and nine was traced to the sum total and the different lessons on that day. The choice of numbers were linked to quite different motivational factors.

The reasons for choosing five included reference to parents' days and the date of the birth of the child. In this group only three pupils chose number five as their favourite. The researchers, without fully understanding their own findings, wished to obtain in music school

LETTERS

'Unethical' approach to redundancy

Sir,—As parents, we would like to protest most strongly against the "gang of three" redundancy methods to be employed by Bedfordshire County Council Education Committee (*TES* November 28). Such a system is surely most unethical. For a head teacher to have to nominate a member of staff for dismissal seems an impossible and embarrassing situation.

But for that member of staff to be given the right of appeal, providing he or she names another member of staff to take their place on the list of the unemployed, surely means a staffroom atmosphere which must be detrimental to the education of our children. We gather that this second named member of staff, if the appeal is accepted, has no right of appeal.

Your article states that unions have advised their members not to cooperate with this disgraceful system. Does this mean that any member of staff could be chosen for redundancy by a committee, without reference to a headmaster obeying his union's instruction? A committee which could well have little knowledge of the school and its particular needs.

For parents, especially those with children of less ability who need more individual help, the thought of losing members of staff is most disturbing, whatever method is used to make teachers redundant.

If cuts have to be made, surely a reduction in teaching staff—quoted as a reduction of 420 in Bedfordshire—would inevitably mean larger classes, therefore, lower standards of education.

MRS J. BAGSHAW, secretary, PTA, Joseph Clerk and High Schools, Burton-on-Trent.

Disruptive units need debating

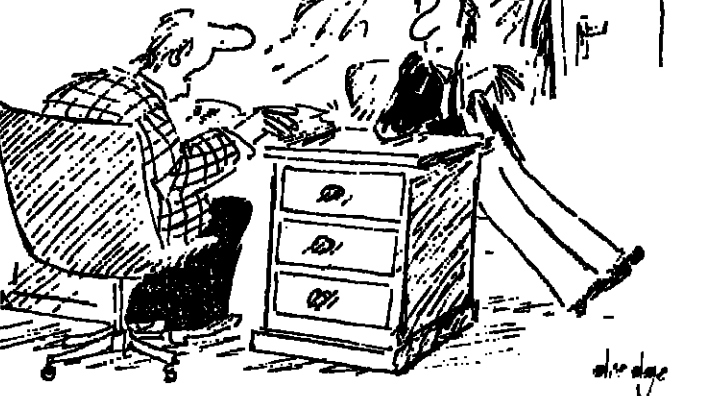
Sir,—I note the concern of Martin Francis (December 5) about the racial balance of pupils in disruptive units. I carried out research in 1979 and 1980 in one division of the ILGA into the setting up of off-site school support units for disruptive pupils. A survey I conducted in January/February 1980 produced the following statistics. There were 59 pupils on roll in six units. Of these 35 (59 per cent) were boys and 15 (25 per cent), 20 (34 per cent) and 19 (29 per cent) were in the third, fourth and fifth years respectively. The pupil composition in the parent schools according to the estimates of the head teachers suggested an aggregate of approximately 40 per cent black pupils.

There were other findings that question the view that "sinbins" are a big success. November 14). The census of staff inspector Eric J. Bolton expressed in the DES short course "Working with disruptive pupils" in July 1979, and his continuing doubts as reported by Francis along with those of Geoff Wing (December 5) still being "misused" (December 5) need serious attention and debate. However, one could still acknowledge the work of Redpath and Arkroyd (November 14) in their "purpose built" on site unit.

Few doubts about the disruptive pupil scheme appears to be raised by the ILGA education officer in his latest report on the scheme (November 27, 1980). I would argue that there is a need for more detailed information about all aspects of off-site units in particular the monitoring programme.

There is a need for an evaluative programme, which would be welcomed by most of the heads of the units in the ILGA. Many of them do feel isolated and find it difficult to assess the quality of their work. There is little room in my view for any complacency in dealing with the contentious issue of provision for "disruptive" pupils.

AUGUSTINE BASINI
Senior Lecturer,
Whitehead College,
Bournemouth Institute,
Bournemouth.



I admire your optimism, Ingrams, but missionary work in Beverley Hills...

Real classroom work that lies behind the statistics

Sir,—Your front page lead story (November 28) reports that "information given by chief education officers on how much time staff spend in the classroom" is still being "misused" (December 5).

Teachers do not need this information—they know how and where they spend their working lives. Chief education officers on the other hand ought to check the accuracy of their information. How the kind of form which is before me—"Staffing and Organization of Secondary Schools"—on which heads are required to analyse the weekly teaching load of each colleague.

The form in the past was completed by reference to the formal timetable constructed months earlier. The resultant statement of the time a teacher spends in the classroom represents the basic commitment. To arrive at a more realistic and accurate statement of contact time requires the addition of the time spent substituting for absent colleagues and the periods given to re-sits needing specific remedial work of extra coaching.

One faces an unhappy alternative. Either the administrators are so out of touch with life at the chalk face that they have forgotten these facts or that they have ignored them as inconvenient in the current discussion.

One views with equal concern the apparent failure to acknowledge that all teachers have numerous essential tasks outside the classroom, a lapse which explains the conflict between the survey assembled by person or persons unknown and the findings of the National Foundation for Educational Research.

When however I return to the form on my desk, Staffing and Organization of Secondary Schools, I find the following instruction: "If a member of staff is time-tabled for administration or pastoral care, please enter this as a subject under the appropriate column".

To officers, it seems, do recognize these functions. Is it that they do not regard them as of prime importance? NORMAN BUTTERWORTH, Greenfield Lane, Hootle Village, Chester.

Letters for publication should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

The good schools missed by the bad press

Sir,—Following the publication of the report by the HM Inspector of Schools, the Independent Schools' Association (ISA) has made much of that document's criticisms of the authority's schools. Regrettably, the press campaign was not based on the quality of the schools, but on the mass media.

This year, four Wandsworth schools have done extremely well in competitions organized by national newspapers. In April, a sixth former from Walsingham School, Roma Thomas, won third prize in the Observer-Wideworld essay competition. Her splendid essay "Small is Beautiful" was judged to be of a higher standard than entries from boys and girls attending some of the most highly esteemed public schools in the country.

This week, the *Sunday Times* announced the results of this year's secondary schools' magazine competition. Furryston School, like Walsingham, a Wandsworth (ILGA) Division 10 school, won second prize out of the hundreds of secondary schools in the country which submitted entries. Two other Division 10 schools, Ernest Revin School and Spencer Park School, were commended in this competition and won certificates of merit.

Countless examples might be given from schools throughout the ILGA of excellent achievements, both curricular and extra-curricular. It is a distortion of the truth for the press to give the public the impression that London secondary schools are failing the capital's children.

ALESSANDRA WILSON,
Head Teacher, Walsingham School,
Chesham, Division 10, Secondary Heads.

The outrage of the £30,000 print-out

Sir,—I am outraged by the report (*The TES*, December 5) that the Social Science Research Council has awarded Lancaster University a grant of £31,254 for a comparison of a million words of American speech and writing with a similar corpus of material from this country.

Not only is each linguistic corpus nearly 20 years old, and therefore—as your report admits—far from being a sample of current English. What is even worse are the naive assumptions of the researchers about what constitutes "correct" English. Since when was it "incorrect" to begin a sentence, or even a paragraph, with "it"? How can the researchers never read Macaulay? And how confidently can anyone claim that it is wrong to say "the family think" or to begin a sentence with "And"?

But worse still is the blithe assumption that such a study can provide useful information to textbook writers on "how the language is used rather than how grammarians and pedagogues think it should be used". One of the great issues of the moment is how, on today's minimal capitation allowances, to get textbooks of any sort at all into the hands of schoolchildren. In this and many other quarters of education there is a desperate shortage of cash. To spend £31,000 of public money on feeding the detritus of 1961 into computers and pouring over the print-outs is, in present circumstances, unpardonable folly.

KENNETH PINNOCK,
Educational director,
John Murray, 50 Albemarle Street,
London, W1.

Local broadcasting's duties

Sir,—Although this area does not yet have an independent local radio station, the London stations are received at good signal strength. A lack of local news and information does not prevent my endorsing much of Mary Warnock's argument in *Personal Column* (*The TES*, November 21).

However, would not most of the virtues she claims for local radio be equally those of television? The channelled share of the Southern television region, with attention apparently concentrated at the extremes, tends to leave Sussex somewhat neglected.

At a time when franchises are under consideration, I hope the IBA will urge the applicants to undertake to satisfy what is an increasingly strong demand for local news and for programmes which concern themselves with the culture and interests of areas which have no recognizable identity. F. NEWBY,
Head of Forest Community School,
Horsham, West Sussex.

Sir,—Mary Warnock contends that the output of BBC Radio Norfolk is "not strictly local" (November 21).

Yours faithfully,
MIKE CHANEY,
Station Manager,
BBC Radio Norfolk.

The blissful 'sound of silence'

Sir,—Gerald Leigh in "Break" (*The TES* November 28) is paid for his assessment of the Schools Proms. You may be pleased to have my free and gratis comment.

I only realized "what I had let myself in for" on arriving at the Proms. I had been told that "I won't last half way through this", dreading a cacophony of crisp bags, sweet wrappers, pop—the bottled or canned varieties.

At the end I was saying, "the age of miracles is not over". Not because of racial prejudice on the part of the performers but because of the performance and the enjoyment of it. Paper Concorde were seen flying round during the breaks, but the breaks were there for that, weren't they?

I hope you appreciate my blurb for future performances however doubtful your own future is. T. COEN,
St Joseph's College,
Birkfield, Ipswich.

Race and choice

Sir,—Your correspondent states that "Pudding Lane School in Ipswich, which is now about to be closed" "has been held up as a textbook example of racial integration" (December 5). She then goes on to admit that, while built to hold 2,000 pupils, it now contains only 435 "because of racial prejudice on the part of white parents". That is hardly a shining example of a successful multi-racial school. In fact, less than 50 children in the whole of Pudding Lane this year selected Pudding Lane as their first choice of school. A far higher proportion of ethnic minority students than now attend Pudding Lane will be attending the new Liverpool Institute for Girls, which will be housed in the same building.

RICHARD ROSS,
Assistant to David Alton, MP,
Liberal Whip's Office,
House of Commons, London.

Oxbridge chances

Sir,—Angela Morris need have no fears about applying to Oxford or Cambridge from the maintained sector (December 5). Most Oxbridge doors spend too much time, and effort in trying to attract the best applicants from the jaws of rival colleges to worry about operating an extensive old boy network.

Where independent schools have the edge is in providing advice on which colleges offer the more attractive proposition to applicants. This has especially been the case in recent years with the spate of "colleges" changing from single-sex to co-educational.

NIGEL HOOKER,
St John's College,
Cambridge

COURSES

Thames Polytechnic PHYSICS COURSE FOR TEACHERS

The course provides a full training in physics for teachers qualified in other disciplines, applicable to the needs of the modern school. The course should ensure an ability to teach physics at the level of the A-level standard, and a knowledge of the value of good "demonstrations" in physics. Practical applications of electronics to physics and the influence of micro-computers.

Applications are now being considered for the 1981 entry. Graduate teacher status plus passes in A-level Physics and O-level Mathematics are required. Enquiries to Dr T. A. Lee, School of Materials Science and Physics, Thames Polytechnic, Watlington Road, Uxbridge, London, UB8 3PH. Tel: 01-894-8200. Ext: 284.

features

A Christmas Carlisle

In part one of our holiday serial by Ian Lewis, a modern Scrooge is taken on a revealing journey by the ghost of Education Past

The floor of the large office was open and, in a small cell beyond, a teacher could be seen coping—or trying to cope—with the demands of uncountable numbers of children. The noise was tumultuous, with cries of: "Please can we . . . ?" "I haven't got . . . ?" "When will we . . . ?" a constant clamorous concatenation of demands for things which the harassed and hard-pressed teacher was seemingly incapable of meeting. The bareness of the cell stood out starkly against the relative opulence of the larger office.

A man sat at a large desk in the main office, keeping a careful eye on the strange scenes occurring in the adjoining cubicle. It was odd that he seemed to be totally unaffected by the cries which came from within. He might have been deaf, but his quick and curt "Come in" to a knock on another door dispelled this idea.

"A Merry Education, Minister! God save you," Mr Carlisle, cried a cheerful voice. It was the voice of a ruddy-complexioned, hearty young man, whose eyes sparkled as he spoke, and whose voice seemed to carry a message of goodwill and optimism in everything he said.

"Bah! Humbug! Forster," was Carlisle's reaction to the other's easy greeting. "Merry Education! What right have you to say Merry Education? For what reason should Education be merry?"

"Come, uncle," replied Forster. "By what right are you miserable? I am sure I have always thought of Education as a good thing: a kind, generous, optimistic, unifying, enriching experience. The only experience I know, in the whole of life, when children can be sheltered from the unpleasantness of the world and introduced to that which is beneficial and which will allow their abilities to flourish."

Thereafter, while Education might not put an extra penny into anyone's pocket, I believe it was intended to do good, that it can do good, and that it should continue to offer the alternative of wisdom against the vices and vicissitudes of life."

The teacher in the adjoining cell involuntarily applauded and, becoming immediately sensible of the impropriety of his actions, he poked and shouted at the children clamouring around him with greater vigour.

"Let me hear another sound from you!" said Carlisle, "and you'll keep your education to yourself by losing your situation. You know that your chances of getting another position in today's circumstances of falling rolls, school closures, redeployment and early retirement are nonexistent."

"Why did you do it?" he said, turning to Forster.

"Do what?"

"Why, set up a structure which required government intervention to secure the mandatory provision of Education? Why not leave things as they were, with those who were interested in their children's welfare making their own provisions; when voluntary bodies like the churches and the charitable foundations provided all the Education available, without requiring other than indirect and minute amounts of government funds?"

"Why, as I said at the time: 'The result of the State leaving the initiative to volunteers is that, where State help has been most wanted, State help has been least given, and where it was desirable that State power should be most felt it was not felt at all. In helping those only who help themselves, or who can get others to help them, we have left unhelped those who most need help'."

"Humbug!", said Carlisle. "Goodbye!"

"I am sorry, with all my heart, to find you so opposed to state intervention," replied Forster. "But I made my own commitment to Education, and I'll keep my Education optimism to the last. So, A Merry Education!"

"Goodbye!", said Carlisle, with great vehemence.

"And a Happy and Expanding Future," Forster called back as he left the room.

"Humbug!", said Carlisle as the door closed. "There's another fellow," he muttered, as he turned his gaze on the teacher, who continued to wage unceasing war on his multitude of charges in the little room opposite the desk.

"My teacher, with wages below the national average, a wife and family to support, overworking to put up with diminishing resources available to use, and still he can applaud a Merry Education!"

While he thus mused upon what he saw as the profound stupidity of mankind, two further visitors had entered the room without his knowing.

"Carlisle and Boyson's, I believe," said one. "Have I the pleasure of addressing Mr Carlisle or Mr Boyson?"

"Mr Boyson has been dead these seven years," Carlisle replied. "He died seven years ago, this very night."

"We have no doubt his generosity is well represented by his surviving partner," said the gentleman.

It certainly was; for they had been two kindred spirits. But at the ominous use of the word "generosity" Carlisle had frowned and shaken his head.

At this festive season, Mr Carlisle, said the gentleman, "it is more than usually desirable that we should make some small provision for the poor, who suffer greatly. Many thousands are in want of common necessities; thousands of their children are in want of common comforts."

"Are there no prisons? Are the Job Centres closed down? Is there no unemployment benefit? Are the detention centres in full vigour? Now that we have restored the workhouses to the social scene, are they not still in operation?" Carlisle's voice rose as he made these demands.

"All very busy, Sir," replied the gentleman. "However, my friends and I are under the impression that they scarcely furnish cheer to the multitude. A few of us, therefore, are trying to raise a fund to buy the poor some meat and drink, and to make provision for a more enriching and sustaining Education for their children than that which the much-

reduced state system can provide. What shall I put you down for?"

"Nothing!", Carlisle replied.

"You wish to be anonymous?"

"I wish to be left alone," said Carlisle. "I don't make merry about Education, and I can't afford—this Government can't help to support the establishments I mentioned earlier, and I am responsible for Education; they cost enough; and those who cannot help themselves must go to whichever are appropriate to their circumstances."

"But many would rather die than go to any of the places you mentioned."

"If they would rather die," said Carlisle, "they had better do it, and decrease the surplus population. In any case, it's not my business. This Government was elected to reduce government interference, to make people more responsible for their own salvations. Good afternoon, gentlemen."

The two gentlemen withdrew and, eventually, the hour for shutting the institution arrived. With an ill-will Carlisle dismounted from his seat, and thus tacitly admitted the fact to the teacher in the 'closes', who instantly released the children, snuffed out the meagre stub of candle which had provided the minimum of light, and put on his hat.

"You'll want a holiday tomorrow, I suppose?" said Carlisle.

"It's quite convenient, sir."

"And it's not fair. If I was to stop you one day's pay for it, you'd think yourself ill-used. I'll be bound."

The teacher smiled faintly.

"And yet," said Carlisle, "you don't think me ill-used, nor the Government, when we have to pay out a day's wages for no work."

The teacher observed that it was only once a year.

"Even one day a year is scarcely a good excuse for picking a man's pocket. But I suppose you must have the whole day. Be here all the earlier the next morning, that's all!" and Carlisle walked out with a growl. The office was closed in an instant, and the teacher, with the long ends of his scarf dangling below his knees, ran home as hard as he could, to play with his family.

Carlisle, meanwhile, took his melancholy dinner in his usual melancholy haunt, and eventually went home to bed. He lived in chambers which he had once shared with his deceased partner Boyson.

Now the door to this apartment was set in a dark corner of the yard, and there was nothing peculiar about the knocker placed upon it. It was a large knocker, but one not used to being polished, so it could not shed any gleam into its dark corner. It should also be remembered that Carlisle had not given further thought to Boyson since the conversation earlier that afternoon. It is difficult therefore to explain how, when Carlisle put his key in the lock, he saw the knocker change into Boyson's face.

Boyson's face! It was not, as the knocker previously had been, in darkness, but had a dim light about it. It looked at Carlisle as Boyson used to look, with gleaming, bulging eyes, thick bushy eyebrows covering eyes which were wide open and perfectly motionless. It looked

horrible; but its horror seemed to be beyond its control, rather than part of its own expression.

As Carlisle looked fixedly at the face, it became a knocker again. He put his hand back on the key, turned it steadily, walked in and lighted himself into the hall. Once inside he immediately extinguished his light and found his way up the stairs and into his bedroom.

Carlisle negotiated his route with ease in spite of the darkness which surrounded him. He smiled to himself as he remembered his colleague Jenkin's suggestion in an earlier government—that people could easily clean their teeth and shave in darkness. He had, since that morning, never once used an unnecessary light, and had since discovered that practical all light was unnecessary. He reminded himself that after the holiday he had granted—and which he now regretted—he would abolish lighting from schools. That would help to eradicate unnecessary murmurings about reductions in expenditure on books as well. If he couldn't see, they couldn't read, and that would lead to even greater savings.

He smiled grimly to himself as he pulled the covers up to his chin and lay down. He soon slept, but with a start as doors began to bang, and a clanking sound of chains being dragged along, got louder and louder. Steps could be heard coming up the stairs and entering the door to the bedroom. "I don't believe it!" Before he could turn over, the figure of his former partner, Boyson, passed through the door and stood before him.

"I know you! You're Boyson's ghost," Carlisle said, cowering back. The square face, the bristling brows, the twinkling eyes, the same tweed suit and silver brogues. The difference lay in the heavy chain he carried wrapped around him and dragging behind. It was long, and weighed about him like a tail; and it was made of books, milk bottles, school uniforms, decaying models of school buildings, wrought in heavy steel and adding weight to the ponderousness of the chain itself.

"What do you want with me?" said Carlisle.

"Much!—Boyson's voice still haunts its original booming quality."

"But you are seven years dead today!"

"You must believe in me," replied Boyson, and rattled the heavy chain to add emphasis to his entreaty.

The noise, the starting, glazed eyes and the spectral features which surrounded the spirit's utterances made such a clamorous noise that Carlisle had to hold on to his bed to save himself from swooning.

"Mercy! Dreadful apparition, why do you trouble me?" said Carlisle.

"It is required of every man who is earth, to wander through the world and witness what it cannot share, but which have shared," said Boyson.

"Why are you fettered so?" asked Carlisle.

"I wear the chain I forged in life," replied the ghost. "I made it link by link-

girded it on of my own free will, and of my own free will I wore it. It represents all those things which I gloried in through life: the resources I cut from schools, the meals and milk I happily denied them."

Carlisle trembled.

"Would you know," the ghost continued, "the extent of the strong chain which coils around you now? It was as tight as this seven years ago, when I passed on. You have laboured fruitfully since then and added further lengths to yours. It is a heavy chain you bear."

"I have come tonight," Boyson replied, "to warn you that you still have a chance to escape from my awful fate. A chance to make amends."

"Thank you, Boyson," said Carlisle. "You always were a good friend to me."

"I come to tell you," the ghost continued, "that you will be haunted tonight by three more spirits."

"Is that the chance, the hope you mentioned?" Carlisle demanded in a faltering voice.

"Without their visits you cannot hope to escape the path I tread," said the ghost. "Expect them on the hour throughout the night, but look to see me no more. Look also, for your own sake, that you remember what has passed between us here tonight."

With these words, the ghost wound his chain about him and backed away towards the window. Eventually the creature faded and Carlisle found himself back in his bed. He pulled the covers over him and tried to sleep.

He awoke sometime later with a start as some town clock chimed. Light flashed into the room and Carlisle found himself to face with an unearthly visitor. It was a strange figure—like a child; yet like an old man who had been diminished to a child's proportions.

It was dressed in a pure white tunic, and there was a crown upon its head, which there sprang a brilliant crown of light.

"I am the ghost of Education Past," declared Carlisle. "Can you cover up the light which hurts my eyes?"

"What?" exclaimed the ghost. "Would you so soon put out the light I was kind enough to thrust through your daily round?"

"You make decisions which force me to dim the light of the prospects of anyone who is able to follow the path I light?"

"The spirit invited Carlisle to follow him to a journey, and by some mystical power, they passed through the walls of the room and flew through the night and over a number of people were sitting.

"I know this place," said Carlisle. "It's where we drafted the election manifesto last year. I got into power."

"That's right," said the spirit. "But I don't think you should say anything about making parents pay more for school transport, because that could lose

us the rural constituency vote; nor about significantly increasing the charges for school meals, because that could lose us some of the wavering voters. . . ."

"Fine, Mark! I think that's enough. You've given us an ideal vote-winning formula on Education for the manifesto. I like that." Thus the imperious voice from the shadow at the head of the table.

"In any case," the voice continued, "as we make job opportunities more scarce, and as the microchip reduces the need for jobs, we shan't need anything like as much provision of Education. In any case, Willie has some proposals for an alternative kind of educational provision for the layabouts. Isn't that so, Willie?"

Carlisle grabbed hold of the spirit's hand and dragged it away. "Did I really say that?" he asked. "Could I really have sat around that table working to devise a trusting public? Did people really believe what we wrote? Did they actually feel that we had a concern for improving the Education of all children?"

"I told you these were shadows of things that have been," said the ghost. "That they are what they are, do not blame me!"

"Take me back. Haunt me no longer! I am Carlisle cried. Suddenly he was conscious of lying in his own bed, back in his own dark room. He hardly had time to realise this when he fell asleep again.

"Right, Mark!" he heard a voice say, and saw himself—a younger self—look up towards the head of the table. "Now, what are we to put in the manifesto about Education? It must look sufficiently encouraging to wavering voters. It must also seem to offer solutions to the issues which are dear to our own supporters' hearts. Additionally, we must ensure that we do not show that we are going to cut down significantly on all aspects of state expenditure, whilst offering rewards to those who are prepared to take some of these burdens into their own hands."

"A tricky one, that," a voice was heard to say. "Not as easy as saying we are going to cut taxes and keeping quiet about rises in indirect taxation."

"How about: we will guarantee to enhance the quality of education?" Carlisle heard his former self saying. "That will happen because we can be sure that more people will use the private sector, as the implications of our plans become clear after the election. Consequently, with more children getting private education, the overall quality of education within the state will be enhanced."

"Good!" "Very Good!" The reception of his mastery of public ambiguity gladdened the younger Carlisle at the table. He visibly warmed to the plaudits of his peers and, spurred on by these, he further elaborated: "We could then

go on to say that we will increase parental choice. That would set schools competing amongst themselves, making overcrowding a public manifestation of virtue and good schooling."

"Excellent!" The praises came thick and fast.

"We can follow that, in practice, by cutting expenditure in a variety of ways," he continued. "Numbers are falling anyway, so that we can justify substantial cuts. We can go on to cut teacher training even further and then make inroads into higher education. Concentrate on seeing education as fitting in with industrial development and that'll keep the rest in the unemployment queues. That should dampen their ardour, especially as we are also going to cut down on various social benefits as well."

"More!" "More!" came the excited responses.

"Well, I don't think we should commit ourselves to very much more in the manifesto," the shade of Carlisle went on. "But we might add that we will encourage excellence by supporting parents who send their children to private schools. That could be a vote-catcher, since every parent thinks their own children are bright and would qualify. But I don't think we should say anything about making parents pay more for school transport, because that could lose

us the rural constituency vote; nor about significantly increasing the charges for school meals, because that could lose us some of the wavering voters. . . ."

"Fine, Mark! I think that's enough. You've given us an ideal vote-winning formula on Education for the manifesto. I like that." Thus the imperious voice from the shadow at the head of the table.

"In any case," the voice continued, "as we make job opportunities more scarce, and as the microchip reduces the need for jobs, we shan't need anything like as much provision of Education. In any case, Willie has some proposals for an alternative kind of educational provision for the layabouts. Isn't that so, Willie?"

Carlisle grabbed hold of the spirit's hand and dragged it away. "Did I really say that?" he asked. "Could I really have sat around that table working to devise a trusting public? Did people really believe what we wrote? Did they actually feel that we had a concern for improving the Education of all children?"

"I told you these were shadows of things that have been," said the ghost. "That they are what they are, do not blame me!"

"Take me back. Haunt me no longer! I am Carlisle cried. Suddenly he was conscious of lying in his own bed, back in his own dark room. He hardly had time to realise this when he fell asleep again.

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go on to say that we will increase parental choice. That would set schools competing amongst themselves, making overcrowding a public manifestation of virtue and good schooling."



Richard, Cole

features

Coercion, General Sir John Hackett once remarked, is a fragile instrument. It is no less fragile for pupils than for soldiers who, in the end, can only be commanded by consent. Pupils below the sixth form are all conscripts, and perhaps they are less clear about their objectives than servicemen.

How many children, for instance, would see the function of their lessons as democracy's attempt to prepare them for participation in a free society? Yet without this creative tension between life and learning, real education is impossible. This was W. H. Auden's point when he said that the aim of education was to induce "the maximum amount of neurosis that an individual can take without breaking".

Life and learning, so often pulling in opposite directions, require an intensity, an inner compulsion, if they are to interact and be mutually beneficial. The starting point is wonder, curiosity, and the joy of discovery, which external compulsion is more likely to extinguish than ignite.

In creative learning, hope for the outcome requires the pain of labour. Without a vital sentiment of this kind, learning is anti-life. It becomes destructive criticism, the mere digestion of facts, or a retreat into an ivory tower. This is the British Disease, the separation of thought from feeling, learning from life, and industry from education.

T. S. Eliot dates this "dissociation of sensibility" from the seventeenth century. Reversing his comment, we need to say to-day that it is not enough to "look into the cerebral cortex, the nervous system, and the digestive tracts", we must also "look into our hearts".

The education of the emotions is not a prominent feature of British education. C. S. Lewis claimed that in his experience "for every pupil who needs to be guarded from a weak excess of sensibility there are three who need to be awakened from the slumber of cold vulgarity". By denying the sensibility of our pupils we only make them easier prey for the propagandist when he comes. . . . A hard heart is no infallible protection against a soft head.

Of his own students, Thomas Huxley said: "They work to pass, not to know; and outraged science takes her revenge. They do pass and they don't know." The practice still continues. The compulsion to be qualified replaces the love of learning. This is why so many graduates shake the dust of their specialism from their feet and migrate to other fields at the earliest opportunity.

Perhaps only an Albert Schweitzer achieves the kind of synthesis of life and learning that real education requires. But without such a vision the people die; there can be no vision through water-tight bulkheads. Coercion cannot induce commitment, which must derive its rest from life and its direction from learning.

In learning to speak, a child masters the most difficult task it ever has to tackle. It does so because of the joy of defiance: and the rewards obtained through active involvement in the world around it. To achieve this mastery, the child submits willingly to endless correction and repetition.

Studies of animal behaviour suggest that living creatures are by nature both submissive and self-assertive. Francis Bacon explained this need to harness freedom and necessity by declaring that Nature cannot "be commanded except by being obeyed".

This is the paradox of education and freedom. Self-discipline, not coercion, is the watchword. Yet, as Whitehead pointed out, "so many are the delicate points to be considered in education—it is necessary to have acquired the habit of cheerfully undertaking imposed tasks". By force of example, inspired teachers have always managed to turn compulsion into cheerful acceptance. But without good groundwork and support in the home the task is virtually impossible.

It is especially difficult within the academic tradition. The Crowther Report described this as a method by which "the teacher can best proceed by first expounding the principle and then illustrating it by teaching the rule and its exceptions, and then setting the class to work on examples".

This is to treat education as a product rather than a process, as something handed down *ex cathedra*. The Crowther Report concedes that there are other methods, the non-academic ones, which "cannot understand what is meant by the

The British Disease

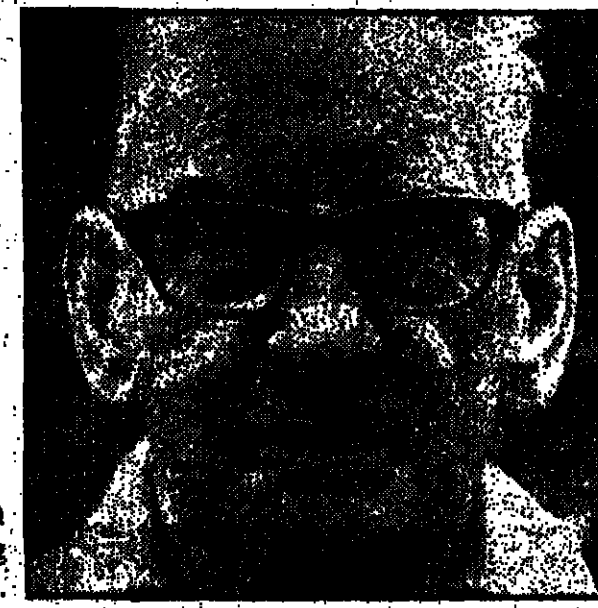
Philip Coggin questions the value of compulsory education, and suggests some changes of emphases



W. H. Auden: education should induce 'the maximum amount of neurosis that an individual can take without breaking'.



Thomas Huxley: students 'work to pass, not to know'. They do pass and they don't know.



A. S. Neill: education should be 'the curing of unhappiness'.

rule until they have observed the examples".

This latter method is the practical or technological approach. In identifying and prescribing two types of treatment for the two different types of mind, the analytic and the synthetic, Crowther helped to spread the British Disease. All minds need to synthesize as well as analyse.

The point, however, is that the problem-solving, technological method includes the academic approach. It uses academic principles, solutions, and established knowledge if these are appropriate. If they are not, it invents new ones.

It is ironic that Britain, a front-runner in freedom, democracy and industrialization, should, by and large, have opted for education for the authoritarian, academic

approach, to the virtual exclusion of technology which provides the power to change society and its environment. Hence the growing feeling of helplessness in face of social pressures and bureaucratic barriers, and the consequent resort to apathy or violence.

Neither reaction can help the individual to self-reliance, nor Britain to economic survival. Education must become a preparation for a technological age in which each person can be an active participant in, and a shaper of, his society. Such a process of liberation cannot be conducted by force. Even Plato, whose ideal Republic had all the machinery of dictatorship, recognized the absurdity of compulsion in education.

All the branches of preliminary edu-

cation, he said, "must be taught to our pupils in their childhood, care being taken to convey instruction in such a shape as not to make it compulsory on them to learn. . . . No traces of slavery ought to mix with the studies of the freeborn man. . . . In the case of the mind, no study, pursued under compulsion, remains rooted in the memory. Hence you must train the children to their studies without any air of constraint".

Plato, of course, was referring to the elite. Unquestioning obedience was to be the lot of the lower orders.

Compulsion precludes the nourishing and nurturing of the child's sense of wonder and curiosity, and prevents the birth of that inner compulsion and motivation which abounds in voluntary activities of all sorts. What G. Wilson Knight said of amateur drama is true of all cultural pursuits:

"Back-stage activity on a first-night may be as nervy and intense, and call for the same qualities of technical efficiency, timing, and decision, as a military operation on active service. When a production demands, and quite amazingly gets from young people of all ages—have myself known few exceptions—in service of the most demanding and selfless kind."

Compulsory schooling actually denies the rigour essential to the master-pupil relationship. Charlotte Brontë analysed this relationship in three of her novels indirectly in *Shirley*, and as the central theme in *The Professor* and the posthumous *Villette*. The relationship in such cases is the entirely voluntary association between adults, and yet the master teaches with uncompromising firmness, and the pupil submits without surrendering her independence and self-respect.

"Christ beats his drum," said Job Donne, "but he does not press men. Christ is served by volunteers." For Jesus, the master-disciple relationship grew from a position of equality. "Henceforth I call you not servants; but I have called you friends."

In this situation criticism is frank and without ceremony. Work is dedicated service, not blind obedience. The teacher imposes the discipline of the workshop, ruthlessly cutting out the dead wood and pruning the fruitless branches. Out of friendship comes emotion, feeling and the sentiment of happiness, the avowed aim of the great Christian educators of Medieval and Renaissance times.

The aim is not invalidated by removing it from its religious context. A. S. Neill also saw the aim of education as "the curing of unhappiness". The difficult child, he maintained, is the child who is unhappy, at war with himself and consequently with the world.

The dilemma remains. To abandon compulsory education would open the door to an even worse exploitation of the young. We might, however, change some of our emphases, and explore certain avenues more thoroughly with all sections of the local community.

First, the task of enforcing attendance should become the function of an agency outside the school. It would be responsible for finding, within the community, constructive and not punitive alternatives for those who had rejected their normal school. This would leave the teachers free to teach and to be judged by their ability as teachers, not wardens.

Second, the academic approach should become part of the technological, problem-solving methodology, applicable to all areas of life and learning, and the key to learning how to learn.

Third, school work could benefit much more from the group approach which is so successful in voluntary (CBI) than the solo method of the academic tradition. Schools should encourage "a potential employee's ability to exercise initiative and responsibility, to communicate, and to work as a member of a team".

Finally, there is the question of choice, an essential ingredient of freedom and of learning. Project work and systems of options provide choice within the school. The community as a whole could provide an even wider range of experiences, especially for the gifted and the unconventional.

Philip Coggin is head of Park School, High School, Swindon, and author of *Education for the Future: The Case for Radical Change*, published earlier this year by Pergamon (£12).

Happy Kirstmass Harpy Crumpus

Christmas comes even to fictional characters. Russell Hoban visits his own creations: Tom and his Aunt, Neaera H and William G. Riddley Walker and the Crocodile family.

Illustrations by Quentin Blake.



Neaera H

By mid-November one becomes aware of having seen, out of the corner of one's eye, Christmas, like H. G. Wells's invisible man, peering round corners with the rain glistering on its unseen nakedness. By early December I hear, as in a deserted corridor of the Underground, his footsteps echoing behind me.

In my less panicky Christmas moments I enjoy a gentle melancholy, a kind of world-sadness made silky by gin. Not being good at being happy, I am not good at being sad. And why will a woman give me Brandenburg Concerti rather than the new recording of The Art of Fugue? I'm being ungracious, I'm being stupid and silly;

William G

What I say is: Forgive us our Christmas as we forgive those who Christmas against us. I have not time whatever for an "Economic" diary, my days are not of that sort. And why will a woman give me Brandenburg Concerti rather than the new recording of The Art of Fugue? I'm being ungracious, I'm being stupid and silly;

Christmas at Aunt Fidget Wonkham-Strong's

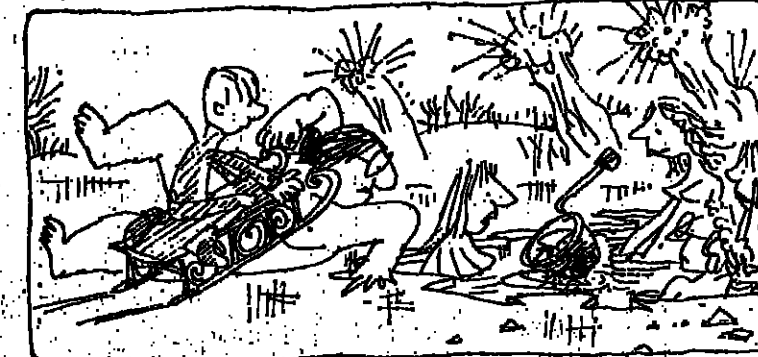
At Christmas Tom gave Aunt Fidget Wonkham-Strong a new iron hat and she gave him a sledge. "What's that wrapped round the corner?" said Tom.

"A sledge," said Aunt Fidget. "So you won't get down the bank and into the river."

"There's ice on the river," said Tom. "Yes, but it's thin ice," said Aunt Fidget. "So keep your sledge on. You may have three good ones and then you must come in for more."

"What are we having?" said Tom. "Battered lurch with boiled dumplings and mashed thung," said Aunt Fidget. "And there's gloddy for pudding. Hurry with your drinking now, dinner's almost ready."

Tom leapt onto his sledge but the sledge did not move. "Silly to pull it both ways," said Aunt Fidget. "You took the sledge off the runners and down the hill he went."



The sledge was moving fast and Tom was just about to shoot off the riverbank when he saw something coming up through the ice in front of him. It was Captain Najor's head. The Captain was trying out the diving gear Aunt Fidget Wonkham-Strong had given him for Christmas.

Tom swerved sharply and the sledge hit a stump but he kept going. He shot across the river like a cannonball and knocked down the Headmistress of the girls' school. She was just about to have a nude swim with the ladies of the Polar Bear Club. "Help!" she screamed as she caught Tom.

"Coming!" shouted Captain Najor from across the river. He came gliding under the ice like a seal and he surfaced among the nude ladies.

"Another one!" screamed the ladies. "This one's all in black rubber!" said the Headmistress. With one hand she fired Tom back across the river while with the other she grabbed Captain Najor by the snout.

At that moment Aunt Fidget Wonkham-Strong was coming down the hill in her wool suit. From the observatory she had seen Captain

Najor not what bothers me about Christmas.

What bothers me about Christmas is that it is the great Us and Them-mer: it divides humanity into those who agree to be jolly and those who are outcasts. Why must I always be with the outcasts? Why shouldn't the jolly ones be the outcasts? Why shouldn't the Christmas majority be made up of decently miserable people drinking quietly and avoiding one another's eyes? Why is it always the loud-mouthed who prevail? And still that's not the essential bother.

The essential bother is the muddying of sharp things, the rubbishing of clean things. On Christmas Day the big TV film will have Tolly Savalas blowing up several battalions of Germans, Clint Eastwood killing scores with his truly exemplary teeth. No, not his teeth; it's what he's got under his poncho. When he's got his back to the camera he kills them by flashing: Zap! You're dead because mine is bigger than yours. No, no, that's not what bothers me about Christmas.

What bothers me about Christmas is something else altogether: Christ was born under a great star, the redeemer, the one for the many; but what were the many born for? What shall we do with our redemption?

review



Riddley Walker

Some places they do a feasting wel which they call it Kirstmass or Kirst Mass. Which there's synts in that with tacker knowledge. Moss being what you'll use when you blow things up with the inner G. Your Kirst Mass wel you've got the word curst in there haven't you so parly they done some kynd of Bad Time blowing with it. Parly that ben part of the Big I which it ben part of the new clear wool cause and all. Causit every thing what come after diunt.

Theres mor to it tho there aint jus only the synts part of it theros some thing unner moath of that. When they do the feasting wel they offer moat and drink they do that to pitch the way of the Kirst Mass. Some say time back they offer moren meat and drink thore ben peopl tour a part for

a offering. In memberment of the Littl Shyning Man the Addom. Him what ben pult in 2 time back way back in the hart of the wud hart of the stoan. Thats what your Kirst Mass goes back to its that Littl Shyning Man pult in 2 and trying to get back to gether agan ever since. He cant do it tho try as he will. Which thats why they offer the meat and drink you see. Trying to get him to come back to gether only he aint never done it.

Some of them places where they do that Kirst Mass feasting wel theywrl tel you the Littl Shyning Man has got a nother name. Which its a name tels of the Power in him they call him the Inner Gae or Inner Jeedis. No use telling them he aint never coming back to gether they aint giving up on him. Come this time of winter theywrl do thore feasting wel and theywrl dants roun thore fires, larling and singing, they offer moren meat and drink thore ben peopl tour a part for "Happy Kirstmass!" theywrl say. "May be this yearwrl be the year!"

Father Crocodile's Christmas High

"What's Arthur doing in the shed?" said Father Crocodile to Mother Crocodile.

"I think he's working on our Christmas present," said Mother. "O God," said Father. "I know what you mean," said Mother. "My ribs still ache from when we hit that tree on those motorized tandem skis he made for us last year."

"Ribs!" said Father. "If it were only my ribs! Sometimes I wish we'd never given him that toolbox."

"At least he doesn't smoke," said Mother. "That's something."

On Christmas morning the Crocodiles opened their presents. Arthur's sister Emma gave Mother and Father the sweaters she had knitted for them and they gave her a camera. "I can't wait to take pictures of what comes next," said Emma. Mother and Father gave Arthur binoculars and a bird book.

"Now I can watch you through the binoculars and look you up in the bird book," said Arthur. He opened the door of the shed.

"It's a beach umbrella with wheels and a fan," said Mother. "We should be so lucky," said Father. "It's an aeroplane."

"It really flies," said Arthur. He got into the seat, pulled the starter

cord, took off, flew once round the house, and landed. He showed Father how to steer and how to make the aeroplane go up and down. "It's all yours," he said.

"Better not," said Mother to Father. "Remember the motorized skis."

"It looks like fun," said Father as he pulled the starter cord and took off.

"Stay over the river!" shouted Mother. "It's a soft landing and you can always swim home."

"This is wonderful!" shouted Father from high up in the air. "How do I get down again?"

"Lean forward," shouted Arthur. When Father leaned forward he saw how far down the ground was. He leaned back quickly, the aeroplane climbed sharply and Father stepped out of it into the top of a tall pine tree. He hugged the tree trunk as hard as he could while the aeroplane flew away.

"Come down!" shouted Mother and Emma and Arthur.

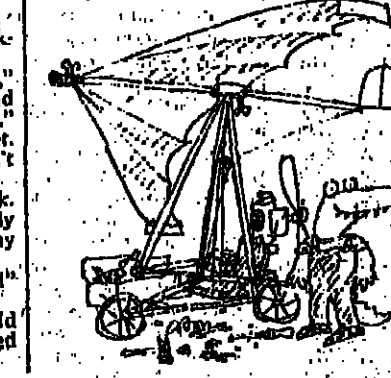
"I think I'll just stop here and be quiet for a while," said Father.

Father stopped in the tree well into the evening. As the moon came up, Jimson Crow came along, yawning a little as he flew. Nasty Crocodile!" he said to Father.

"Happy Christmas!" said Father. "What are you doing in this part of the world?" said Jimson.

"Just getting away from everything for a bit," said Father. "You know how it is."

"I have a drink," said Jimson, pulling out a hip flask. "I don't mind if I do," said Father. "Happy Christmas!" said Jimson. "Happy Christmas!" said Father.



arts

Pretend to be real

Andrew Davies on a week's television

People seem to worry a lot these days about drama-documentaries. They say they blur the edges of reality will confuse people into thinking Churchill's still alive, or whatever. I think these people should transfer their attention to the documentary pure or proper, to shows such as *Strangeways* or *Horizon*, which purport to represent reality in the raw, but which in fact are packages in which real people act out versions of reality selected for them by programme makers. These packages are often taken by critics and other punters to be some kind of objective truth. *Strangeways* (BBC1) is a documentary serial which has now been running for several weeks and has built up a steady following, despite its lack of any running characters except for the Governor himself. What draws us, I think, is the successful illusion of reality that this is what a prison is really like. How can we be so naive as to believe it? The producer makes heavy reliance on the reconstruction of scenes already alleged to have happened. "Now I hear you three chaps had an interesting quarrel yesterday. D'you think you could remember what you said and do it all again while Joe runs up film?" It must be something like that. Moreover, when one considers that in these unglorified days a film crew seldom numbers less than six, some of those cells at *Strangeways* must have been more overcrowded than the Black Hole of Calcutta. And yet everyone pretends the camera isn't there, everyone pretends it is real. One doesn't know whether to admire the discretion or

how like a dog. There was just one exception, an endearingly open but offender who would not play ball, insisting on making blatant passes at producer, cameraman, even the camera itself. It is a commonplace of anthropology that the observer distorts reality not only through his interpretation of events but through his mere presence. Why do television documentaries pretend that this is not the case? The distortions are less dangerous in a series such as *Great Railway Journeys of the World* (BBC2). Here, at any rate, there is no pretence of objectivity; such programmes are presented in a personal way by a person, with personal attributes such as a penchant for showing off his bare chest (it occurs to me that all the travellers so far have been male). So far, so good, and some of the journeys have been both delightful in themselves (the countries, the trains themselves) and for the views of the travellers. One thinks in particular of Michael Palin's devout train-spotting approach. Brian Thompson's gentle and gentlemanly bewilderment at the sheer superfluity of India, and a very cool hatchet job on South Africa by the historian Michael Wood. But I am sure I was not the only person who worried when all these chaps, as cool as you like, actually got off the train and went wandering about. What were they thinking of? Didn't they know the train might go off and leave them stranded in the desert with last week's *New Statesman* and a gang of rattlesnakes? And from all that what foreign travel is really about,



Tom Bell and Shope Sodeinde in *The Sailor's Return*.

isn't it? Fear, panic, loathing, homesickness, loneliness, nasty little illnesses. (All brilliantly caught in the non-real non-documentary *Caught on a Train* by Stephen Pollakoff a few weeks ago.) Well, no, of course the chaps did not panic, because they were only pretending to be alone. In fact they were travelling with a gang of other chaps from the BBC and no doubt giving the buffet car some frightful hammer every night after getting the footage in the can. Had the chaps been actors in plays, they could have acted the feel of a real journey, but they weren't, so they didn't.

Curiously enough, two plays this week set out to show what it really feels like to be a stranger in a foreign country, and the country in both plays was England. *The Sailor's Return* (Granada) was set in Victorian times, and the sailor (Tom Bell) returned with an African princess, splendidly embodied by Shope Sodeinde. The petty difficulties and humiliations encountered by the couple slowly escalated to the grimly ironic conclusion, where the wife, her husband fatally beaten up and her son sent back to Dahomey, works as a skivvy in the inn she had owned. What made Jack Gold's film so excep-

tional (apart from the heroic performance) was that it was set so firmly in Hardy's Dorset. Those lovable rustics from under Greenwood Tree were shown as narrow, mean, cowardly, brutal as if they had crawled from under a greenwood stone, and in a timeless rolling countryside was a deeply hostile place. It was hard luck perhaps that the Ripside of Dominick Millie (the hero of this play for today) travelled to present-day London from the future. The future, gathers, is not going to be much different. People will talk in *Express*, drive with the *planned* use aerosols: get the *planned* Nobody had risked being the brains thinking up the way concepts in this play. Even sexual course seemed to be the same idea on top, trousers on—you mean you know some other way? It seems to me rather a waste to use a neat time-warp mechanism and nice little single-seater flying car that really worked, just to spend the best part of two hours on the about the bloke who loves two people at the same time, but one from his time and it is us. We actually had that one on *Trek* the week before last. He said that, I should add, that Firth's performance had the Candideish innocence and dare that there were some real felicitous. Well, I liked his bit. This week's quiz: where on you have seen *The Cafe au Lait*. Clue: They were on the same as Adipose Brown and the Starvation Group. Answer: *None* (BBC2) on obesity. Andrew Davies is the author of the television dramatisation *R. W. Delislefield*. "Is it them all my days" (BBC).

The tree beneath the tinsel

D. J. Hart on community and school theatre in the Midlands

My theoretical opinion that community theatre in mid-winter might as well be closed down and marketed instead as a bland board game, has taken a severe knock this year. I have seen four shows in the Midlands and in every case a warm, fresh rapport has been established with the audience by performers of consistently high quality with twinkling eyes and nerves of steel. If I'm not mistaken, the drama theorists have become also more subtle. In the Second City Company's stylish and bouncy *Jack and the Beanstalk*, the giant survived the barely suppressed gasp of disappointment from the audience that he was, after all, only human, albeit by relating the story in a convincing tale of his having hermitted himself up and away years before, afraid that people were laughing at his fat and clumsy body. His roar, he confessed, was all pathetic pretence. Selling itself as the "littlest pantomime in the Midlands" this show was performed in the company's imported, old-fashioned proscenium box stage and the actors never came out of it. The sky on the backdrop was clear blue throughout, against which a dapper master of ceremonies nudged us along scene by scene. I saw the show in a packed room at the Sparkhill Adult Education Centre and the experience was as warming and as claustrophobic as a large family gathering. It more usual nowadays for the auditorium to be used by the actors as an extension of stage territory. For *Pentabus*, working on this occasion from an apron stage in the YMCA in Church Hill new town, near Redditch, it means using the aisles as pathways through the forest. The company's Red Riding Hood, which is touring through rural areas, has a wonderfully light touch, as if the performers' delicately exuberant skill as musicians has permeated the whole production. The basic script seems everywhere to be winning back its vital place, with ad libbing of a high order flourishing out of it. *Pentabus* devised its own script, Roy Robinson wrote *Second City*'s and the Birmingham Repertory Theatre, in its Studio, is presenting the

second play for children by Brian Patten. It's as surrealistic and as firmly socially set as you would expect it to be but, oddly enough, the goodies and baddies formula is more crudely and pointlessly punished than in the more traditional shows. But it's a wonderfully atmospheric production, bringing to its fixed location far more special effects and unexpected entrances and bolt holes than the touring companies can manage. *The Ghosts of Riddleton*, *Eighties* boasts also a trio of excellent black actors. Finally, an inimitable work for the Flatpuss Company, now based in Sandwell and touring locally after moving here from Gloucestershire. My impression of their seasonal *Mr. Frank Einstein and the missing bit* is that it is everything except a really good show. I would love to see these actors, even these characters, certainly more lines from whoever wrote the script, in a drama that really did them justice. *Mr. Einstein*, aided by a mad female scientist, in search of a human leg to complete her robot, the company worked fantastically hard, gave us some superb comic moments, came out and all but attacked the audience (it was an untypical one of initially hostile and giggly technical college students) but never quite engaged us wholly in their contrived world. Generally, though, the message from this patch of the accepted tale is that the local Ministry of Fantasy is providing a first-rate service. After seeing and writing about these community shows I went to Kings Heath Boys' School and saw a play that turned out to be the boldest, most interesting and impressive that I have ever seen in a school and he it brought me to school, that it was making nonsense of my snobism for what the professional companies are currently offering. Written and directed by two of the teachers, Alan Greeney and Mick Scully, and performed by a large cast, *Soldiers* was one play about four army cadets in a barn during the night of a week-end exercise. But slotted into this naturalistic portrait were a series of flash-forwards along with some spectacular and relevant asides. In-

stead of mere cadet chat about football, for instance, we had a whole gang of Birmingham City supporters—soldiers of a kind—doing their thing on stage, and even this was transposed into a demonstration of what it would look like if the crowd responded like upper class aficionados. Prophecy, though, was the business end of the exercise. Two gypsy boys come to the barn, one a deaf mute who deals the cards, his mate the oracle who interprets them. The cadets mock the gypsies but can't resist having their fortunes told. They are given their past, their present and their future, and for three of them the Ace of Spades comes up: it means death in the next five years. The fourth cadet doesn't take part but is provoked decisively to drop out of soldiering. What the gypsies foretell is shown by a tug of tug, nuclear war between you-know-who. A lone singer gives us the relevant Bob Dylan ballad, then the tension is dimmed with the gypsy boy holding up the card to the audience and asking, "Anyone else for the Ace of Spades?" The play's futurology included the brilliantly staged employment of one of the cadets in a jam factory, the themes were well argued and the play was altogether expertly presented. Kings Heath school selected from competition a script for their Christmas play, based on an idea suggested by one of the teachers, Margaret Reader, and subsequently directed by her and a colleague, Viv Edwards. When *Isaac Minnie* and Anna Levin's joint script went into rehearsal (they are both 10-year-olds) any need for altered or additional material was referred to them and they supplied it. A journey to the king, about toy characters who have their own life in which they find first a sculptured Nativity in a church and then the real thing, has a climax in which they dance with their former owner, a little girl called Gertrude who had thrown them out uselessly and is by turns straight-faced, carefree and profound. It sounds like a Christmas B Movie, but it is true: what first-rate, talented and energetic professionalists have elicited, the coming generations have worked, namely, thoughtful. I would gladly have missed all the professional shows for these two school lessons.

Magical mystery tour

Andrew Pegg on end-of-term musicals

Before all else, and of term productions deserve a great deal of praise, however modest their efforts, for reaffirming the essential importance of abandoning from time to time the rigours of a rigid timetable for the more invigorating process of working towards a common objective. In East London, Haggerston School's production of *Simplicio* probably comes as close as any to epitomising this focusing of effort and creativity. *Simplicio* is entirely homegrown: music, script and lyrics all by members of staff, while a page in the programme lists the contributions of many others, including the headmistress as executive producer. The tale is compounded of Jacob von Grimm's *Simplicissimus* and the story of Joan of Arc—a surprisingly inspired marriage resulting in a work with the direct appeal of a medieval mystery play, of high moral tone and powerful sentiment. The music, set, lighting and stage production all heighten the effect admirably, while the cast from this East End school deserve much credit for nicely underplaying their roles. Special mention must be made of Rosie Mitchell in the title role for bringing a combination of innocence and conviction to a deceptively difficult part. Nick Sackman's music is contemporary, tuneful, beautifully written for young voices and never overdone. All in all, an expertly conceived project, with an additional virtue of brevity: show lasts 90 minutes with inter-actio.

Down in Aylesford, Kent, too, productions are only part of a larger, community-based enterprise. Holman and May's *Shakespeare* maximum involvement for mum numbers, but it also warmly encourages actors and producers alike to over-stretch themselves to some extent. Aylesford had this trap. The Nicholas story really does not need much classroom scenes tagged on either end, and the music and lyrics in this version are very deftly. Mark McCann's *Squeakers* (and an obvious allusion to the retiring local head) was performed by Sophie McCann, a 12-year-old, and her mother, a community support worker. In Aylesford, the school's success will not be long in coming up with more local productions. More inspiring than *Smile*, had a real mystery play—an adaptation of the *Ludus Coventriae* with incidental music on a new of objects trouves persuasion. Within education, any thinking which sees the country's future only in economic terms upgrades the status of the sciences and devalues the arts. In particular, a subject like religious education, which does not present itself as immediately relevant to the needs of our industrial future, suffers. Recent government discussion, while retaining religious education within the body of core curriculum subjects, plays down its importance alongside the "essentials" of maths, English and science. I believe, however, that religious education can be thoroughly marketable. In the religious education curriculum, its emphasis from concentration on acquisition of knowledge to developing a mastery of perceptive thought. It is not until an individual has managed to integrate and draw out ideas which can be identified as religious, that he can have an understanding of the nature of religion. Bringing out this kind of understanding, however, is the central aim of religious education. If the subject is to retain any credibility in the present climate, the framework of religious education must rely for its strength upon the skills of perceptive and reflection. In the past, at school level, little

become a deliberate teaching activity and not a fortunate or hazardous consequence of a tightly structured information-learning programme. By formal reasoning I mean that which is evident when an individual can move confidently between the realm of ideas which reflect particular sense experiences to the realm of ideas which have control of general information stored for use in particular situations. Mathematics is a high status subject today and it relies almost entirely on formal reasoning. An example of such reasoning in mathematics might be that of understanding the concept of multiplication. Without this concept the child who merely learns tables may find that they work like magic for him but such information is useless unless it can be applied intelligently, a move which is beyond the child who has not mastered some basic mathematical formal reasoning. A similar move in affairs operates in the study of religion. A child can use terms like God, soul, creation, etc. but if he lacks a degree of religious formal reasoning then such words within his general understanding of the world. A common example of confusion and lack of formal reasoning is present when the child interchanges the words God and Jesus. Children will often say such things as "God walked on the water didn't He?" Religious education is entirely dependent on the child's being able to understand the language he hears and uses in these lessons. Very early on he will become disinterested and "switch off" if he cannot equate the formal reasoning with the heavily relied upon in discourse on religious ideas. This means there must be a deliberate programme aiming at developing this facility in the child. In the past, at school level, little

has been known about the teaching of perceptive thought. This is not the case today. There are many books either claiming to deal with this activity or, indeed, feeling towards it, ranging from Edward de Bono's popular paperbacks to sections in academic journals like "Metaphilosophy". Philosophical inquiry and the particularly rigorous thinking demanded by it is ideally suited to the task of paving the way for religious ideas and clarifying necessary from contingent issues which tend to distort the progress of understanding in this subject. In March this year, at a conference on Contemporary Philosophy held at Warwick University for school teachers, it emerged that a number of teachers, many of whom were religious education specialists, were attempting to cater for an element of philosophy on a level which is beyond the child who has not mastered some basic mathematical formal reasoning. A similar move in affairs operates in the study of religion. A child can use terms like God, soul, creation, etc. but if he lacks a degree of religious formal reasoning then such words within his general understanding of the world. A common example of confusion and lack of formal reasoning is present when the child interchanges the words God and Jesus. Children will often say such things as "God walked on the water didn't He?" Religious education is entirely dependent on the child's being able to understand the language he hears and uses in these lessons. Very early on he will become disinterested and "switch off" if he cannot equate the formal reasoning with the heavily relied upon in discourse on religious ideas. This means there must be a deliberate programme aiming at developing this facility in the child. In the past, at school level, little

A REASONABLE BASIS FOR BELIEF

By Geraldine Fletcher

Educational theory is necessarily concerned with estimating how to meet the demands of the future. Yet at no time in our history has the future been fraught with such an indeterminate range of possibilities as the global level. The solutions proposed for the problems of world politics, world economics, world resources and world ecology are invariably phrased in materialistic terms; perhaps because it is felt that economic problems require economic remedies, or perhaps it is that our secular world has rejected all other values. Within this setting phrases like "quality of life" and "standard of living" become synonymous. Within education, any thinking which sees the country's future only in economic terms upgrades the status of the sciences and devalues the arts. In particular, a subject like religious education, which does not present itself as immediately relevant to the needs of our industrial future, suffers. Recent government discussion, while retaining religious education within the body of core curriculum subjects, plays down its importance alongside the "essentials" of maths, English and science. I believe, however, that religious education can be thoroughly marketable. In the religious education curriculum, its emphasis from concentration on acquisition of knowledge to developing a mastery of perceptive thought. It is not until an individual has managed to integrate and draw out ideas which can be identified as religious, that he can have an understanding of the nature of religion. Bringing out this kind of understanding, however, is the central aim of religious education. If the subject is to retain any credibility in the present climate, the framework of religious education must rely for its strength upon the skills of perceptive and reflection. In the past, at school level, little

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everything how could He create the world? When asked to explain the question he replied, "Well if He knew everything before the world was made from nothing, surely He knew more once He made the world." The question was probing some of the fundamental issues relating to the nature of God and the problem of creation. Arising from this came the question "What is nothing?" At the Warwick conference Professor Don Locke said he asked himself that when he was 13. Perhaps it is a question which arises fairly naturally at "teen" age. During this "Question Time" various confusions in the logic of the understanding of religious concepts come to light in such questions as "Who made God?" and the favourite, "Hasn't science disproved religion?", a question which demonstrates a misunderstanding of both the nature of science and of religion. Indeed, the teaching of questioning, for which religious education is a most appropriate vehicle, would provide the child with skills of reasoning which would enhance his appreciation of all other subjects on the curriculum. Philosophy within religious education does not aim at producing the right or socially acceptable answers; it prefers to devote its attention to questioning the assumptions on which beliefs are held. The "youngster" following a philosophy-based religious education programme would not be encouraged to become an ardent devotee of various ideologies. He would be encouraged to evaluate, to make perceptive judgments and to express his ideas logically and coherently. Such skills nurtured over a period of secondary school religious education would be considerably refined by the time leaving age was reached. These same skills are demanded in many different types of work in both industry and commerce. Religious education could become truly marketable.



"The Annunciation." Fra Filippo Lippi (1406-1469). National Gallery, London.

Handwritten note in the right margin: "The Annunciation" by Fra Filippo Lippi.

extra

A WAY FOR TODAY

By David Tennant

Much of the discussion about the place of religious education in schools is confused because many of those who contribute to the trumpet-calling and drum-beating seem unwilling or unable to recognize and state their own motives. There are those who favour the teaching of Christian beliefs and practices for unashamedly evangelical reasons: they want children to become believing, practising Christians. There are others who support the same basic programme of teaching but their motive is more specifically moral: they want children to learn how to behave as "good citizens".

It is important to recognize that these two groups, although they may be allied at certain points, are different. For one, the motive is to bring children to a position of spiritual commitment; for the other, the inculcation of certain standards, principles, rules is the objective.

To some extent, the difference between the two groups is a matter of starting-point. There are those in the first group who argue that the "right kind of behaviour" can only spring from "right belief"; and, in the second group, there are many for whom there is no better starting-point than the Ten Commandments.

The two positions I have so far described have these important differences as well as superficial similarities, and unless all this is more thoroughly thought out great confusion will continue to emerge. Mr Norman St John-Stevens frequently states how important he thinks it is for religious education to receive greater emphasis in schools, but the style and content of his remarks almost always betray the fact that what he is really hoping for is a certain kind of moral and social "improvement" which he associates with Christianity.

This kind of talk demonstrates a confusion of religious and moral values, and although the two are related, they are not the same thing. Another instance of this confusion is the old fallacy of stating (for example) that the barbarity of Nazism should be attributed to the

paganism of the Nazi creed. Would those who make this claim (and there are a number doing so at the moment) just as happily accept that the Spanish Inquisition and the troubles of Northern Ireland are attributable to Christianity?

It is becoming a commonplace among teachers of religious education to say that what they are concerned with is religious education, not the inculcation of certain beliefs and attitudes. The most cynical interpretation of this modern emphasis would be that religious education teachers are anxious to establish themselves and their subject as academically respectable. It is worth asking, however, why religious education teachers find themselves in such a defensive position. A major reason for this—where it is the case—must be that their subject has been regarded for so long as in some way different from other subjects on the school curriculum. In what ways it is, and in what ways it is not, need to be explored.

Immediately, we are confronted with this problem of what kind of religious education is under discussion. The more like indoctrination it is, the more different it is from other subjects. And, incidentally, the more unpopular it is likely to be with pupils and teachers. There is a style of religious education which, it seems to me, may be acceptable to almost every group from the humanists to the evangelical Christians, and also to educationists. There is nothing original in what I want now to outline, save perhaps in its synthesis of several emphases which come from different and at present opposing approaches to the subject.

The fundamental justification for religious education is that for so long man has expressed his experience in ways that may be described as religious. The Oxford Dictionary's definition of religion as a "system of faith and worship" needs to be supplemented with a less formal description. A good clue to the meaning of religion is provided by the phrase "he has made a religion out of it" when applied to

someone who has made of some activity, such as football or money, even model railways, the total content of his thought and effort.

Religion is concerned with what the culture or individual regards as "ultimate" or as having a total claim upon him. This is the sense in which Marxism may be described as a religion, and consequently may find a place in an RE syllabus.

The vitally important sense in which Marxism is not a religion—in its atheism—would soon emerge. No RE teacher who was concerned to do justice to Marxism, let alone Christianity, would present it as simply another aspect of the same subject. Those who nervously oppose the inclusion of Marxism within an RE course may be betraying the fact that they see the object of RE as being to produce believers, and how terrifying if they should turn out to be believers in Marxism rather than Christianity! But if religious education is aiming not to indoctrinate but to provide children with an understanding of and sensitivity to some of the religious ways in which man interprets his experience, then there should be no reason for the fears or hopes we have been discussing.

The case for a Christianity-dominated religious education (which I do in fact want to argue) rests on other grounds. For the vast majority of children being educated in British schools, the religious tradition to which they are closest is Christianity. Its influence on their literature, their art, their music they hear, the buildings they see, the history they study is immense and fundamental. That is the very real sense in which Britain is a Christian country; not in the sense that the majority of its population are enthusiastic Christian believers but in the indisputable fact that its culture and ways of living and thinking have been profoundly affected by a Christian history.

In those areas and schools where Islam or Hinduism is the predominant religion, it is undoubtedly a case for giving them more time and attention in a religious education syllabus; but even here the case for Christianity remains strong. Virtually all the children being educated for life in Britain with its Christian background and history, and very few of the children who, not at some point move away from the area where they have been educated. Undoubtedly, there are ways in which interested parties will find the above approach to RE unsatisfactory or inadequate. Probably the first thing to say is that its being inadequate, in some way or other, for every interested party is necessary, and even one of its merits.

Clearly, what would make the approach more adequate for one party would make it inadmissible to another. But more positively, the approach I am suggesting, with its emphasis on a respect for the religious or spiritual dimension of human experience wherever it is found and however it is expressed, should contain nothing which is helpful to the cause which the Christian or the humanist or anyone else may wish to promote and encourage outside the classroom. This Christian may do this through the institution which exists for the purpose of the Church; the humanist through his societies; the believers in other religions through their institutions; but the schools' task must surely be inclusive rather than evangelical.

David Tennant is head of Religious Education at Hatfield School.



"The adoration of the Kings" Jan Gossaert (called Mabius) 1503-1531 National Gallery, London.

The work of the Religious Experiences Research Unit at Manchester College, Oxford, has raised questions and given insights in this area. Founded by Sir Alister Hardy in 1969, it has studied some 4,000 accounts of experience which can be classified as religious. There has been no attempt to arrive at a precise definition, but an element essential to religious experience seems to be a sense of the transcendent, of "something more", and arising out of this, a finding of meaning. This research, particularly in the last four years since Edward Robinson took over as director, has developed various lines of thinking which have significant implications for RE.

The whole tenor of the work indicates that religious experience of one kind or another is very much more widespread than is commonly realized. The sociological inquiries of David Hay and Ann Morley at Nottingham elicited a positive response rate of over 61 per cent in local surveys. Furthermore, the more specialized studies made by Edward Robinson of childhood experience and its subsequent development (*The Original Vision, Living the Question—REU*) suggest that the development model of Piaget and his followers may throw much needed light on the growth of the cognitive processes the application of such concepts to the study of spiritual insight and general religious awareness may lead to serious misconceptions.

Research of this kind, based as it is on adults' reflection on their own childhood, is no substitute for the direct observation of children. What it may, however, do is to show how the concept of childhood may well be applied not merely to the early years of life but to a living and continually growing element in the total personality—a capacity for spiritual insight. The Christian Education Movement is the oldest subject association for RE teachers. It has several thousands of associated schools

with, over the first two months of this term, new schools joining at the average rate of fifty-five a week. CEM publishes resource materials for RE teachers. The most recent publication by the Secondary RE department is *The Image of Life: Religious Experiences Series* (B. Lealman & E. Robinson (CEM 1980 £1.75). Teachers Handbook (75p).

This work is part of an extended project relating the arts to RE and is the outgrowth of thinking and discussion by CEM and REU in the light of CEM's experience. REU's researches, other relevant research, and of the authors' experience. The latter includes classroom practice in RE involving the use of the arts, the training and advising of teachers and a number of years of personal practice both in painting and sculpture. Perhaps too few teachers appreciate the value of the practice (even if it remains quite private) of some form of creative activity, as a means of ordering, communicating and deepening personal vision and experience.

The Image of Life explores the religious significance of four twentieth century sculptors and shows how it relates to more traditional expressions of religious ideas and feelings, and also how artists may articulate the spiritual experience and aspirations of their time in forms which are often far removed from those conventionally associated with religion. The authors maintain that "RE encourages the exploration of meaning and mystery. The exploration must take place in the light of personal experience and insight. It is not the task of RE to provide or to create what might be called religious experience. It should, however, take seriously the experience of young people as to all it can help them to explore that experience in whatever form it may come, whether it is recognizably and explicitly religious or not." Art can play a key role in RE for the achieving of such aims. (*Image of Life: Teachers Handbook*, p. 9).

When the recognition and communication of experience becomes central to RE the teacher's experience becomes a crucial resource. And, by this, I do not mean that RE should be nothing more than TS or TSE: Total Subject Experience or Therapeutic Self-Expression. It is a concern of the CEM/REU project to encourage a growth in pupil-development, to find meaning within a religious context, into humility before the possibility of the religious, non-religious having religious attitudes and entering into a dynamic process of being and becoming. (to mention a few aspects to this).

This sort of approach to RE requires openness to spiritual experience which are implicitly religious, alertness to RE content across the curriculum. Much depends on the correlation of RE with other subjects of study. (Some exploration of this is found in the recent CEM publication: *The Total Curriculum Relation to RE*, £1.20).

Another aspect of the CEM/REU project is the exploration of the theoretical basis of the functioning of the arts and of the imagination in a number of people of experience and distinction in the fields of art and RE. RE has already held its subject as *The Image of Life*. With some schools in RE, it is hoped to publish a report on the developing many more plans for service work including in-service work for teachers. We should be aware that who are interested in RE, that the arts can play a key role in RE for the achieving of such aims. (*Image of Life: Teachers Handbook*, p. 9).

Branda Lealman is Secretary of Schools RE Adviser in Christian Education Movement.

Shining Big-Sea-Water

Jonathan Croall at the National and the Young Vic

I sometimes think I left school to get away from the curse of our English lesson's "Hiawatha". Michael Bogdanov's latest production makes me think I was being too hasty.

His adaptation of Longfellow's poem at the Olivier is a vibrant example of the theatre arts being exploited to the full. The birth, life and death of Hiawatha is told with grace and energy through music, rhythm, mime, acrobatics, colour, light and sound. The individual members of the Ojibway tribe, so dead on the anthology page, here spring to life under an enormous wigwam of a set. And Longfellow's rolling lines emerge clean and spare, a fitting support to the marvellous ensemble work of the National players.

Though Hiawatha himself foresaw the coming of the plundering white man, Bogdanov has not gone too heavily for the "Indian question". Instead we follow the tribe in their everyday life, in touch with the elements, bound by their myths. It is a production full of power and simplicity, in which a few poles, scarves, masks and buffalo skins are used with imagination to evoke the spirit of the Ojibway lifestyle.

The young audience at last week's matinee opening was absorbed by this audio/visual feast: the suggested age range is six to 12, but its magic works for adults too.

Down in Bogdanov's old hunting ground, the Young Vic are offering a "coarse acting version" of *Dracula*. Regrettably, the cast failed to follow some nuggets of advice in Hamilton Deane and John L. Balderston's adaptation of Bram Stoker's novel. "You can't go on acting like this, Renfield," said one; but Renfield did. "You're overdoing it, Doctor Van Helsing," said another; and he was, dreadfully.

Indeed, it was Bernard Hill, in this latter role of Dracula's supposed adversary, who turned out to be the real villain of the piece. His rampant overacting and gratuitous ad libbing reduced most of the cast to giggles, not always suppressed. Coarse acting is an art like any other, and cheap sides and "modern" gags should not be part of it.

Only Robin Hooper as the Count managed to keep a straight fang. Otherwise the show gradually fell apart in decidedly unprofessional fashion, to the increasing bewilderment of the children in the audience. "We'll all be punished for this," said one of the company: certainly, if director Alan Dossor has not had some sharp words to say, the company deserve to play in empty houses, instead of only behaving as if they were.

Hiawatha is in repertoire until March at the National. Teachers wanting to prepare for or follow up a visit will find a useful background pack on sale at the theatre (£1.50). For further details ring the Contact Department, 01-928 2033 E2 360.

Dracula is at the Young Vic until December 27.

More seasonal plums

Times being what they are, almost everything in London theatreland seems designed to woo audiences into jollity, but there are plenty of seasonal plums to be sampled this Christmas too. Old favourites

include *Toad of Toad Hall* at the Old Vic, *The Gingerbread Man* at the Westminster and Joseph and the Amazing Technicolour Dreamcoat at the Vaudeville. A musical version of *Cinderella* (Peter Maxwell Davies) opens at the Jeannette Cochrane Theatre on December 30, and the Children's Music Theatre bring the hilarious Roman Invasion of Rambo and the more solemn Captain Sirrlick to the Young Vic after Christmas. There is a veritable Christmas feast at the National Theatre including *The Nativity* at the Cottesloe and the Coventry Mummies performing *The St George's Play* in the Lyttelton foyer tomorrow. Pantos include Dick Whittington at the Palladium, Mother Goose at the Churchill Theatre, Bromley, *Aladdin* at the Shaw, *Cinderella* at the Westminster Theatre, *Robin Hood* at the Theatre Royal Stratford East and *The Amusing Spectacle of Cinderella* at the Lyric, Hammersmith, most of these sporting television favourites.

lived. I like drinking Scotch, but I hate to be called Scotch. I know two words of Gaelic, which is pronounced Gaelic. One is "uisgebeatha", which I pronounce "whisky". The other is "Sassunach", which means "Saxon".

I sometimes call people from south of Gretna "Sassunachs", but Highland Scots call me the same thing, because I am Lowland Scots. What happened to the Picts is a bit of a mystery; otherwise things might have been even more complicated.

The people we call Germans call themselves Dutch, and the French call them Allemands. We call the Netherlands Dutch, and say they live in Holland. The Gauls now live in France, which is a German word, "la francie". French-speaking Belgians are really Welshmen while the others are Dutch but call themselves Vlaamsch. The Walloons and the Flemings live unharmoniously in a country named after an ancient tribe which no longer exists.

The real Welshmen and Celts, or Keltic, and sometimes spell themselves Welch, while saying that they are Celtic. Occasionally they burn down cottages belonging to the English, or Angles, and they would do the same to the cottages of the Saxons if there were any. This is all because the Welsh are British, while the English are something else. See above.

I myself am a Scotsman. This is because my great-great-grandmother came from Ireland, where the Scots



Frederick Warder as Hiawatha

ment of the children in the audience. "We'll all be punished for this," said one of the company: certainly, if director Alan Dossor has not had some sharp words to say, the company deserve to play in empty houses, instead of only behaving as if they were.

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Dracula is at the Young Vic until December 27.

More seasonal plums

Times being what they are, almost everything in London theatreland seems designed to woo audiences into jollity, but there are plenty of seasonal plums to be sampled this Christmas too. Old favourites

include *Toad of Toad Hall* at the Old Vic, *The Gingerbread Man* at the Westminster and Joseph and the Amazing Technicolour Dreamcoat at the Vaudeville. A musical version of *Cinderella* (Peter Maxwell Davies) opens at the Jeannette Cochrane Theatre on December 30, and the Children's Music Theatre bring the hilarious Roman Invasion of Rambo and the more solemn Captain Sirrlick to the Young Vic after Christmas. There is a veritable Christmas feast at the National Theatre including *The Nativity* at the Cottesloe and the Coventry Mummies performing *The St George's Play* in the Lyttelton foyer tomorrow. Pantos include Dick Whittington at the Palladium, Mother Goose at the Churchill Theatre, Bromley, *Aladdin* at the Shaw, *Cinderella* at the Westminster Theatre, *Robin Hood* at the Theatre Royal Stratford East and *The Amusing Spectacle of Cinderella* at the Lyric, Hammersmith, most of these sporting television favourites.

lived. I like drinking Scotch, but I hate to be called Scotch. I know two words of Gaelic, which is pronounced Gaelic. One is "uisgebeatha", which I pronounce "whisky". The other is "Sassunach", which means "Saxon".

I sometimes call people from south of Gretna "Sassunachs", but Highland Scots call me the same thing, because I am Lowland Scots. What happened to the Picts is a bit of a mystery; otherwise things might have been even more complicated.

The people we call Germans call themselves Dutch, and the French call them Allemands. We call the Netherlands Dutch, and say they live in Holland. The Gauls now live in France, which is a German word, "la francie". French-speaking Belgians are really Welshmen while the others are Dutch but call themselves Vlaamsch. The Walloons and the Flemings live unharmoniously in a country named after an ancient tribe which no longer exists.

The real Welshmen and Celts, or Keltic, and sometimes spell themselves Welch, while saying that they are Celtic. Occasionally they burn down cottages belonging to the English, or Angles, and they would do the same to the cottages of the Saxons if there were any. This is all because the Welsh are British, while the English are something else. See above.

I myself am a Scotsman. This is because my great-great-grandmother came from Ireland, where the Scots

lived. I like drinking Scotch, but I hate to be called Scotch. I know two words of Gaelic, which is pronounced Gaelic. One is "uisgebeatha", which I pronounce "whisky". The other is "Sassunach", which means "Saxon".

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Marvellous

Hermann Peschmann

Macmillan Casebook Series. Andrew Marvell Poems. Edited by Arthur Pollard. Macmillan £9.50 and £3.95.

In his own day Marvell was known mainly as a patriot, politician and suspected anonymous satirist, there being little real interest in his lyrical verse prior to T. S. Eliot's fundamental reassessment in his 1921 TLS article (partly reprinted here). In fact even today A. Alvarez can still assert, "Marvell may have written a few great poems, but he was not a great poet." This book sets out, by means of valuable general surveys (the best by Moron-Sophie Rostvig) of Marvell's verse, and the examination of different genres and specific poems within it, to help students arrive at their own informed assessments. E. W. Taylor deals with Marvell's pastoral experiments in the mysterious "Mower" poems and A. J. N. Wilson with Marvell's Classical scholarship in his *Horatian Ode*, while outstanding among the studies of individual poems are J. V. Cunningham's analysis of "To his Coy Mistress" and Frank Kermode's revelation in "The Argument of *The Garden*" of a poem of a diametrically opposite genre. Mr Pollard is to be congratulated on his discriminating and diversified compilation.

Musicals, it seems, or at least school plays with music, are now Christmas staples, supplanting the more traditional nativity plays. Even in junior schools the Christmas story has been relegated to a subplot.

Prior Weston School in Clerkenwell presented their own version of the *Mower*, direct staging (at St James Church, Clerkenwell Green) first showed us the Three Kings, "one black, one white, one sort of yellow", descending on the shrewish, unappealing Babouschka, and then the lowly search for the infant Christ. There was nicely underplayed comedy too as Babouschka, for all the world like a Hilda Ogden of the Steppes, explained the problems she was having with her never-do-well

sons Ivor and Igor. This was a charming production, ably undertaken by actors and off-stage musicians all between the ages of seven and 10.

Much more elaborate and much broader was the original show presented by the children of St Paul's Primary School, Winchmore Hill, North London.

Not content with her boyfriend's gift of a partridge in a Parkes department tree, the ungrateful Dora accompanied him on a worldwide quest for the ideal Christmas present. They went to the ballet to see seven swans swimming in *Swan Lake*, to an Italian restaurant, even to the Olympic Games before the wretched girl was satisfied. Best of all was a visit to a Parisian nightclub where three French "hens" dined an uninhibited can-can and Edith Piaf smooched from table to table. Running nearly two hours, and employing a choir and cast of one hundred, *The Twelve Days of Christmas* was one of the most enjoyable shows I have seen for a long time.

Mobilising even greater forces, Winstead High School presented *Mirror* and *The Mountain* last week. Upwards of two hundred 12-14 year olds were involved in this ambitious entertainment. It had everything a good pantomime or fairy story should—prince, a couple of witches, underwaters, underworld, a giant man-eating clam. Using the full resources of the school's superb three-hundred seat theatre, it was a fine example of school drama at its best, lively, unpredictable, topical and most important of all, vastly enjoyable for audience and cast alike.

arts

Footling it featly

Peter Brinson on dance

A pair of choreographers with Sadler's Wells Royal Ballet, a husband and wife team at the Lyric, and two pieces of news for the school dance scene make up this week's dance action. The choreographers are Michael Corder and David Bintley whose ballets last week provided two thirds of their company's opening programme at Sadler's Wells Theatre in a season which finishes on December 20. This was a bold decision by Peter Wright, the artistic director, because triple bills have doubtful box-office appeal and both choreographers are still fairly new to the public.

It worked, though, in three ways. First, the house was full; second, the programme emphasized the company's youth and readiness to experiment; third, it demonstrated the Royal Ballet's new wealth in choreographic potential after years of disinvestment. Corder's *Day into Night* is in Martin's *La Jolla* with designs by Lazaro Prince, absolutely right in their delicate suggestion of time and changing moods mysteriously linked into night. No plot, but that "fount of emotion" which Frederick Ashton once remarked must lie at the centre of any ballet, however abstract. The result is the best of Sadler's choreography I have seen, sure in its conception, clarity of statement and understanding of the medium.

David Bintley's short *Polonia*, given its world premiere the same night, was a disappointment after the flair in his earlier work for the two Royal Ballet companies. Its inspiration is Panufnik's *Polonia Suite* for Orchestra and its purpose seems to be to complement the choreographer's other short Polish piece *Homage to Chopin*, which preceded it in the programme and is also to Panufnik's music. *Polonia* is professionally constructed but compared with the polish of *Homage*, is undistinguished in choreography and indecisive in its mixture of classical and modern dance steps and a quite correct emphasis on the male element, considering its dance origins. This emphasis is reflected in striking

Finally, the second National Festival of Youth Dance will be organized by the Metropolitan Borough of Solihull from September 3-10. For details write to John Payne or Barbara Gunstone at PO Box No 20, Council House, Solihull, West Midlands B91 3QU.

A new schools project has been launched by Kickstart Dance Company aimed specifically at the nine to 13 age range. Kickstart is a touring contemporary dance group of five dancers, all with degrees, teaching experience and a varied background in dance styles. They can be reached at St Martin's Almshouses, Bayham Street, London N1.

Three kings, three French hens

Hugh David

The way I was feeling, the show could not have been more appropriate. *Stop The World, I Want to Get Off* as it turned out. I'd happily have stayed aboard another few stops. Bold, in-the-round presentation and the obvious commitment of a strong teenage cast were hallmarks of a recent production of the Lesbia Britches-Anthony Newley musical by the Heston House Youth Theatre in Twickenham.

If the chorus occasionally blocked a section of the audience's view, Dore accompanied him on a worldwide quest for the ideal Christmas present. They went to the ballet to see seven swans swimming in *Swan Lake*, to an Italian restaurant, even to the Olympic Games before the wretched girl was satisfied. Best of all was a visit to a Parisian nightclub where three French "hens" dined an uninhibited can-can and Edith Piaf smooched from table to table. Running nearly two hours, and employing a choir and cast of one hundred, *The Twelve Days of Christmas* was one of the most enjoyable shows I have seen for a long time.

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A detail from "Crucifixion" by Peter Eugene Ball one of the sculptors whose work is included in "The Image of Life", an RE resource described below.

EXPERIENCE AND IMAGINATION

By Brenda Lealman

In the split second, laughter can cut our world down to size, and light up the intellect. God must have a good laugh when he comes to our RE lesson. A pupil once said to me, "But RE should help us to laugh too—help us to a new sense of proportion, new possibilities, and dare us to see our own experience in a cosmic context." In the face of mystery, it should offer question marks, not full stops. This places a high importance on the role of personal experience and response in RE. On what grounds? In what sort of context?

There have been many changes of emphasis in RE in recent years: the child-centred methods of Goldman following Piagetian models and focusing on cognitive and conceptual development; the phenomenological approach which showed the possibility of reaching the subject in an objective, non-confessional way. There is now increasing recognition of the place of feeling, of an often inarticulate awareness, in RE; a greater concern than in the days of high phenomenology, with the engaging of pupils' experience and creative imagination.

SECONDARY
Science continued

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Scottish Appointments

Tayside Regional Council

EDUCATION DEPARTMENT

POSTS OF RESPONSIBILITY

PRIMARY

ANDOVER PRIMARY SCHOOL, BRECHIN, ANGUS—HEAD TEACHER (R.A. £3,051) Roll: 350

SECONDARY

CARNOSTIE HIGH SCHOOL, ANGUS—ASSISTANT RECTOR (R.A. £2,970)

TEACHER POSTS

FORFAR ACADEMY, ANGUS—MATHEMATICS. Application forms and full details are obtainable from the Divisional Education Officer, County Buildings, Forfar DD8 3LP. The closing date for the receipt of applications is Monday, 5th January, 1981.

Lothian Regional Council

DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts:

PRIMARY

HEAD TEACHER

Reference B: St. Mary's R.C. Primary School, Edinburgh. £1,000

SECONDARY

ASSISTANT HEAD TEACHER

Reference A: Fraserburgh High School, Fraserburgh. £3,141

PRINCIPAL TEACHER

Reference B: Fraserburgh High School, Fraserburgh. £1,041

Reference A: Knox Academy, Haddington. £1,041

Reference A: Fraserburgh High School, Fraserburgh. £2,274

Reference B: Tyndess High School, Fraserburgh. £2,274

TEACHERS

Reference A: Fraserburgh High School, Fraserburgh. £1,041

Reference A: Knox Academy, Haddington. £1,041

Reference A: Fraserburgh High School, Fraserburgh. £2,274

Reference B: Tyndess High School, Fraserburgh. £2,274

For posts marked Reference A: Applications should be sent to the Headmaster, Fraserburgh High School, Fraserburgh, for consideration by the Education Committee.

For posts marked Reference B: Applications should be sent to the Headmaster, Knox Academy, Haddington, for consideration by the Education Committee.

Closing date for applications is 2 January, 1981.

East Lothian Division

TEACHER/INSTRUCTOR OF WOODWORK

Applications are invited from registered teachers for the above post on a full-time or part-time basis. Salary will be in accordance with the current Scottish Teachers' Salaries Memorandum. Application forms may be obtained from the Divisional Education Officer, East Lothian Division, Council Buildings, Gogar, Gogar, Edinburgh EH33 3NU. Closing date for applications is 2 January, 1981.

West Sussex

HOVEWOOD SCHOOL

12-18 mixed comprehensive, on one site, 1200 on roll, 200 in Sixth. Required as soon as possible, preferably from January 1981. Salary £2,970. Application forms from Headmaster, Hove School, Hove, Sussex BN1 1UH. Tel: 01293 511111.

Technical Studies

Other Posts on Scale 2 and above

BERKSHIRE

GARDENERS' NEWSPAPER

Warden Hill Road, Luton, Herts. LU1 1UH. Tel: 01582 511111.

Headmaster, B.Sc.

1981. Applications should be sent to the Headmaster, Gardeners' Newspaper, Warden Hill Road, Luton, Herts. LU1 1UH. Tel: 01582 511111.

Headmaster, B.Sc.

1981. Applications should be sent to the Headmaster, Gardeners' Newspaper, Warden Hill Road, Luton, Herts. LU1 1UH. Tel: 01582 511111.

Scale 1 Posts

BREXLEY
(London Borough)
NORTHWOOD SCHOOL
Yarrow Way, Finch
Kens, NW11 4BW
Tel: 01-874 1111

DONCASTER
SALFORD
(Doncaster City)
School Road, Salford
Doncaster, DN1 1UH
Tel: 01924 511111

BREXLEY
(London Borough)
NORTHWOOD SCHOOL
Yarrow Way, Finch
Kens, NW11 4BW
Tel: 01-874 1111

DONCASTER
SALFORD
(Doncaster City)
School Road, Salford
Doncaster, DN1 1UH
Tel: 01924 511111

BREXLEY
(London Borough)
NORTHWOOD SCHOOL
Yarrow Way, Finch
Kens, NW11 4BW
Tel: 01-874 1111

DONCASTER
SALFORD
(Doncaster City)
School Road, Salford
Doncaster, DN1 1UH
Tel: 01924 511111

Other than by Subject Classification

WILTSHIRE

COUNCIL

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts:

PRIMARY

HEAD TEACHER

Reference B: St. Mary's R.C. Primary School, Edinburgh. £1,000

SECONDARY

ASSISTANT HEAD TEACHER

Reference A: Fraserburgh High School, Fraserburgh. £3,141

PRINCIPAL TEACHER

Reference B: Fraserburgh High School, Fraserburgh. £1,041

Reference A: Knox Academy, Haddington. £1,041

Reference A: Fraserburgh High School, Fraserburgh. £2,274

Reference B: Tyndess High School, Fraserburgh. £2,274

TEACHERS

Reference A: Fraserburgh High School, Fraserburgh. £1,041

Reference A: Knox Academy, Haddington. £1,041

Reference A: Fraserburgh High School, Fraserburgh. £2,274

Reference B: Tyndess High School, Fraserburgh. £2,274

For posts marked Reference A: Applications should be sent to the Headmaster, Fraserburgh High School, Fraserburgh, for consideration by the Education Committee.

For posts marked Reference B: Applications should be sent to the Headmaster, Knox Academy, Haddington, for consideration by the Education Committee.

Closing date for applications is 2 January, 1981.

HEADMASTER

Required as soon as possible to take responsibility for all aspects of this private residential school for up to 30 secondary age boys. Applicants should be qualified and experienced in residential education or child care. This is an exceptional opportunity for someone with the skills and enthusiasm needed to run a developing community and build up the school.

Salary by negotiation, with possibility of full partnership after trial period. Modern three bed house available in the school grounds.

Applications, with full curriculum vitae, to: K. J. Butler, Principal, The Pickstock School, Cruckton Hall, Shrewsbury, Shropshire. Telephone: Hanwood 206.

THE HESLEY GROUP OF SCHOOLS

Independent Residential Special Schools for Maladjusted Boys

Due to the planned opening of a new establishment in mid-February 1981 and subsequent staff reorganization we wish to appoint

3 TEACHERS

to the following posts:

Post 1: Hesley Hall School, Tickhill, Doncaster, S. Yorks. (Boys aged 7-13 years). A Teacher to undertake General Subjects teaching with a class of 9 boys within the 7-12 years age group.

Post 2: Broughton House School, Broughton, Lincolnshire. (Boys aged 7-14 years). A Teacher to undertake General Subjects teaching with a class of 9 boys within the 7-12 years age group.

Post 3: Wilsic Hall School, Wadsworth, Doncaster, S. Yorks. (Boys aged 13-16 years). A Teacher to undertake General Subjects teaching with a class of 9 boys within the 13-16 years age group.

Each post carries an Excessive Duties requirement of not more than 15 hours per week for which remuneration is paid according to National Scales (currently £1,186 p.a.). Salary in accordance with National Scales (Scale 25 can be paid for suitably qualified and experienced applicants). Application forms and further details from The Secretary, Hesley Hall School

EDUCATION DEPARTMENT

DIRECTOR
OF
EDUCATIONSalary £18,546-£19,770
inclusive of London Weighting

Applications are invited to fill the post which will become vacant at the end of February 1981 following the appointment of the present Director to the post of Chief Executive with another authority.

Hounslow is a progressive education authority with a well developed range of schools and services following extensive building programmes in recent years. Nursery education, special needs education and adult education are services to which great emphasis is given. The Council maintains the Hounslow Borough College—an amalgamation of two former colleges of further education—and is strongly represented on the West London Institute of Higher Education. It also maintains a Visual and Aural Arts Centre and Film Library on behalf of nine boroughs. The Authority, with its own Teachers Centre, has initiated an extensive programme of induction and in-service training for teaching staff.

In addition to administering the Education Service, the Director will be expected to play a full part in the corporate management of the Authority. Hence, in addition to suitable qualifications and experience, the Council seeks managerial and administrative skills of a high order.

Particulars of the post and of the Hounslow Education Service, together with a form of application, may be obtained from the Director of Personnel and Management Services, The Office, Hounslow Road, Hounslow, TW5 4DN. Tel: 01-870 7728 ext. 3897. Closing date for receipt of applications: 2 January, 1981.



Leisure Services Department

Museum Assistant
(Education)

Salary: A.P.5 £8,909-£7,371 (Inclusive)

The successful applicant will be responsible to the Museum Officer for the operation and development of all aspects of the Education Service based at Passmore House Museum. Major responsibilities will include teaching to a wide range of children and adults, children's clubs and a comprehensive loan service, as well as running the Museum Library and organizing the annual Open Day and other public events. Regular Saturday working is an essential part of this post.

Applicants should have teaching experience and appropriate qualifications including a University degree or its equivalent and preferably hold the Diploma of the Museum Association.

The Museum is situated in a Georgian House in secluded grounds only a few minutes from the Town Centre. Housing may be available, full removal expenses paid, travelling expenses, lodging allowance, legal and relocation expenses available in appropriate cases. Sports and Social facilities.

Application forms and job descriptions are available from the Chief Personnel Officer, Harlow District Council, 17 Adams House, The High, Harlow, Essex CM20 1SD. Telephone Harlow 440020. Closing date: 29th January, 1981.



LONDON BOROUGH OF REDBRIDGE

Social Services Department

Work Out Something
New with Mentally
Handicapped People

Salary: £8,718 to £9,833 inclusive
Chadwell Centre is a new purpose-built establishment, due to open early 1981, designed to provide full facilities for daily activities for 150 people with varying degrees of mental handicap. This includes facilities for special care for those who also have physical handicaps or behaviour problems.

A Manager (male/female) is required for this Centre in Chadwell Heath, Romford, Essex, to lead a team of staff providing a full programme of social education, occupational and leisure activities to meet the needs of the clients and to increase their opportunities. The person appointed will take up duties as soon as possible to complete the arrangements for the opening of the Centre.

The Manager we are seeking could be a qualified teacher. Informal enquiries to Bath Barker, 01-478 3020, extension 402 or 200. Job description and application form from Director of Social Services, 17-23 Clements Road, Ilford, Essex IG1 1BL. Telephone 01-478 8020, extension 272 or 271. Please quote reference 794.

Closing date: January 7, 1981.

ADMINISTRATION
Local Education Authority
continuedSOUTHERN REGIONAL
EXAMINATIONS BOARDfor the Certificate of
Secondary Education
ASSISTANT SECRETARY

Applications are invited for the post of ASSISTANT SECRETARY (Education) to the Southern Regional Examinations Board. The post is a full-time position and involves the general administrative and development work of the board, including the servicing of a number of subject panels. A teaching and/or educational background would be advantageous, but not essential.

Board salary scales and conditions of service are similar to those obtaining in the Local Government Service and the board's officers contribute to the Local Government Superannuation Fund. The post is currently £8,350 (minimum) to £10,500 (maximum) (£10,500 from April 1, 1981) by the annual increment of £1,000. Salary and conditions of service will depend upon qualifications and previous experience.

Further information and an application form may be obtained from the Assistant Secretary, Southern Regional Examinations Board, 100, Victoria Road, London W14 9PL. Applications should be received by January 10.

FURTHER EDUCATION CURRICULUM
REVIEW AND DEVELOPMENT UNIT (FEU)

The Unit which was set up in 1977 by the then Secretary of State for Education and Science requires from April 1981:

A DEVELOPMENT OFFICER

to assume responsibility for a significant area of the Unit's work. Applicants should have worked in further education and/or training and must have experience of curriculum development and/or evaluation. An ability to work as an FEU team member, to work with FEU training staff at all levels in a variety of institutions and to write reports is necessary.

Experience in mainstream vocational education would be an advantage. The post is London based but considerable travel may be involved.

Salary range: £11,616-£15,016 (including £1,016 p.a. Inner London Weighting).

The appointment will be for a period of three years—with a possible extension of not more than a further two years; secondment from present posts will be acceptable.

Application forms and further information are available from: Director, Further Education Curriculum Review and Development Unit, Elizabeth House, 38 York Road, London SE1 7PH (telephone 01-828 9222 Ext. 5123). Closing date for receipt of application 9th January, 1981.

CAREERS SERVICE
Temporary
Area Careers
Officer

£7,983-£8,479

The present holder of this post will shortly be taking maternity leave and we are looking to appoint, temporarily, someone with relevant experience to be responsible for the effective running of the Enfield Careers Office and for the work of a group of Careers officers based at that office. Applicants should possess the Diploma in Careers Guidance or equivalent qualifications. Alternatively, applications are also invited from suitably qualified persons who whilst not experienced enough to undertake the duties of the Area Careers Officer post, could provide support to one of the teams. The salary payable for a temporary appointment of this kind would be £5,861-£8,278. Ref. 002/144.

Careers Officer

£6,435-£7,020

Applications are invited from suitably qualified and experienced candidates for this post based in the Enfield Careers Office. The successful applicant will undertake careers guidance and placement work with handicapped pupils and students. Ref. 002/142.

A casual user car allowance is available for all posts. Application forms are available from the Director of Education, PO Box 58, Civic Centre, Silver Street, Enfield, EN1 3XQ (388 6855 extension 2118). Closing date 7th January, 1981. Please quote appropriate reference.

London Borough of


EDUCATION DEPARTMENT

CAREERS OFFICERS

£5,325-£6,537 at:

TONBRIDGE AND MALLING DIVISION

based at Malling Careers Centre and,

CANTERBURY DIVISION

(temporary for up to six months)

Applicants for both posts should possess the Diploma in Careers Guidance or an equivalent qualification.

Further particulars and application form, returnable by 5th January, from W. H. Petty, County Education Officer, Springfield, Maidstone, ME14 2LJ, phone (0822) 671411, ext. 2388 (Ref. C/10a).


SENIOR ADMINISTRATIVE
ASSISTANT
IN THE SCHOOLS BRANCH

Schools Management—East Area

Salary Scale—PO1(1), £9,411-£10,542

There is a vacancy for a Senior Administrative Assistant in the Schools Branch, the duties will be in connection with the management and administration of schools, together with professional and administrative responsibilities in connection with schools and education in the City as a whole. The successful candidate will be responsible for the day-to-day running of the Schools Branch, together with the management of schools, together with professional and administrative responsibilities in connection with schools and education in the City as a whole.

Applicants should be graduates or the equivalent or hold recognized local government qualifications and have substantial experience in educational administration or teaching.

Candidates, men or women, may obtain application forms (returnable by Monday, 12 January, 1981) and further details from the Chief Education Officer, Personnel Division, Education Office, Margaret Street, Birmingham B3 9BU. Telephone inquiries: 021-235 2887.

CANVASSING WILL DISQUALIFY


SCHOOLS
TRAFFIC
EDUCATION
PROGRAMMERegional Education Officer,
North West.

Due to internal promotion, a vacancy has arisen in the north-west area. Applications are invited from teachers with an interest in Traffic Education as an academic subject and with an interest in, but not necessarily experience of, motorcycling.

The function of a Regional Education Officer is to advance Traffic Education as a teaching subject within schools. This will be done by visits to schools, education authority staff and Road Safety Officers. Salary (on application) is subject to annual review, plus car, good contributory pension scheme and necessary expenses.

For full details and application forms apply to: Director of Education, STEP Management Services, 230/11 Coventry Road, Birmingham B26 3PB. Tel: 021-742 4296.

Education Department
NEWHAM CAREERS SERVICESENIOR
CAREERS OFFICER

(Outreach)

Salary Range: £7,233-£8,481 per annum (bar point £7,695 per annum)

Applicants are invited from suitably qualified and experienced candidates for this post based in the Newham Careers Service. The successful applicant will undertake careers guidance and placement work with handicapped pupils and students. Ref. 002/142.

A casual user car allowance is available for all posts. Application forms are available from the Director of Education, PO Box 58, Civic Centre, Silver Street, Enfield, EN1 3XQ (388 6855 extension 2118). Closing date 7th January, 1981. Please quote appropriate reference.

London Borough of


Miscellaneous

HAMMERSMITH
PARISH CHURCH

POST OF SENIOR CURATE

The curate of the parish of Hammersmith and West London is a full-time position and involves the general administrative and development work of the parish, including the servicing of a number of subject panels. A teaching and/or educational background would be advantageous, but not essential.

Board salary scales and conditions of service are similar to those obtaining in the Local Government Service and the board's officers contribute to the Local Government Superannuation Fund. The post is currently £8,350 (minimum) to £10,500 (maximum) (£10,500 from April 1, 1981) by the annual increment of £1,000. Salary and conditions of service will depend upon qualifications and previous experience.

Further information and an application form may be obtained from the Assistant Secretary, Southern Regional Examinations Board, 100, Victoria Road, London W14 9PL. Applications should be received by January 10.

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DULNAIN BRIDGE
OUTDOOR CENTRE LIMITED

The owners, apologising for the delay in advertising, are seeking a person to take over the running of the Dulnain Bridge Outdoor Centre. The post is a full-time position and involves the general administrative and development work of the centre, including the servicing of a number of subject panels. A teaching and/or educational background would be advantageous, but not essential.

Board salary scales and conditions of service are similar to those obtaining in the Local Government Service and the board's officers contribute to the Local Government Superannuation Fund. The post is currently £8,350 (minimum) to £10,500 (maximum) (£10,500 from April 1, 1981) by the annual increment of £1,000. Salary and conditions of service will depend upon qualifications and previous experience.

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